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The Vocational Guidance Quarterly

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Message from the

PRESIDENT

The 1959 Convention

The Cleveland Convention will soon be on the drawing board. Olive Banister is the architect for the NVGA portion of the program. Rumors indicate another challenging array of convention activities. Cleveland is trying to break the new attendance record set in St. Louis. The program is being designed so that it will be difficult to stay away.

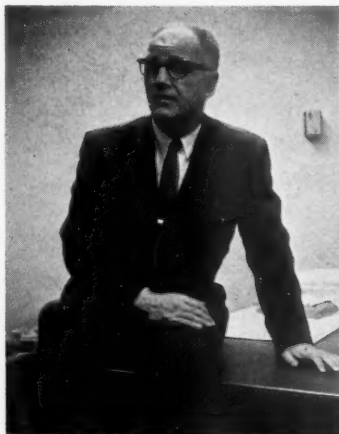
Achievement Awards

The Board of Trustees has again set into motion the machinery necessary to recognizing the achievements of individuals and of branches. In this issue you will find an announcement of the procedures. It is especially important to note that each branch can nominate two individuals. Here is an opportunity to give recognition to an individual who may have made a significant contribution to your branch or local community yet may not have had national recognition. Your branch may also wish to be considered for the

Branch Achievement Award.

Civic and Community Groups

NVGA has accepted the challenge of exploring possible vocational guidance roles with civic and community groups. Such organizations may seek assistance in their vocational guidance activities. Paul C. Polmantier and Clum Bucher are currently exploring NVGA'S possible contribution



to the vocational guidance activities of Kiwanis Clubs. Perhaps other civic and community groups may become interested in such joint efforts. Each day indicates the increasing need for an interpretation of sound vocational guidance principles to the layman.

Survey of Sections

Action by the St. Louis Delegate Assembly affects all sections. Emily Chervenik has volunteered to serve as Section Coordinator and will be corresponding with Section Chairmen. In addition, she may be surveying a sample of NVGA members with respect to their interests in old or possibly new sections. Her data will guide the future actions of the Board of Trustees. Whether or not you are contacted in the survey, she invites your suggestions.

New and Old Members

NVGA does not pretend to cater to the needs of guidance and personnel workers in any single setting, such as schools, agencies, or industries. Instead NVGA can provide services to counselors and guidance workers in all settings and in all other APGA divisions. Why not look once more for individuals in your community that should be invited to join NVGA and APGA?

Respectfully,

Ed Rubin

APGA Building Campaign Rolls Ahead

At the end of July, 16 branches of APGA and NVGA had made branch gifts to GAP totaling \$1,090. The gifts ranged from \$25 to the \$180 contributed by the Westchester-Putnam-Rockland PGA.

On August 1, GAP had about \$85,000 in cash and pledges, including 395 Life Subscribers. The newly announced pay plan of "\$20 down and \$15 quarterly" has been unusually well received, campaign director Clarence C. Dunsmoor announces.

• • •

Get your facts first, and then you can distort them as much as you please.

—MARK TWAIN

Employment Service Counseling for Youth —YESTERDAY AND TODAY

by EVELYN MURRAY

THIS is a report of progress. It is a report of the success of an idea and an institution. It is the story of employment counseling for boys and girls by the public employment service.

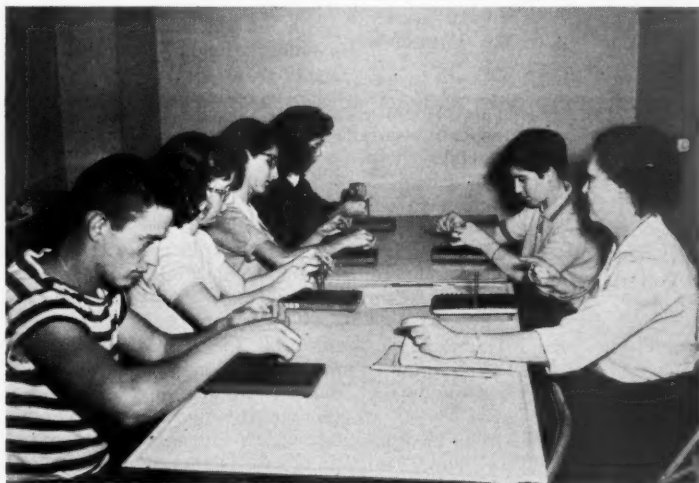
Last year 227,298 high school seniors were helped to better vocational planning through local public employment offices. It is estimated that more than three million recent

high school graduates have received this service since 1950.

Early Agencies Materialize

All this is not a new service. The writer went to work as a counselor with the Junior Placement Bureau of the New York Department of Labor in September, 1929. This was a new bureau established by Frances Perkins, then the Industrial Commissioner in New York. Youth employment work throughout the country today is a direct outgrowth of this activity. The Bureau had been set up through pressure from a

EVELYN MURRAY is Consultant on Employment Counseling and Services to Youth, Bureau of Employment Security, U. S. Department of Labor.



SINCE 1946, THE GATB: *The General Aptitude Test Battery was used with 8,000 high schools last year, helping students and employment counselors get a more accurate view of verbal, numerical, spatial, clerical, mechanical abilities, form perception, motor coordination, and finger dexterity.*



YESTERYEAR: *The public employment service offices, from 1914 on, emphasized supplying labor to American agriculture. Little effort was made to see that local offices were attractive, well arranged, or well located, in the days before the Wagner-Peyser Act.*

number of civic organizations spearheaded by the Vocational Service for Juniors (now the Vocational Advisory Service) in New York City.

On the Vocational Advisory Service board were people of vision who felt that youth needed help in their transition from school to work. Many youngsters were out of school and out of work. The school attendance laws in New York were not as good then as they are now, and even more bright boys and girls than at present were leaving high school without graduating. They needed vocational services and the job was too big for any private agency.

The Bureau was soon incorporated by the New York State Employment Service. The staff hired by Clare L. Lewis, the director, in 1929 would do credit to present standards. All were college graduates. Most, if not all, had their

masters' degrees. One had a graduate degree in vocational guidance from Teachers College, Columbia, University; another was a graduate of the New York School of Social Work; another had an M.A. in Labor Economics. Two had worked for the Y.W.C.A., one for the Camp Fire Girls. One was an experienced counselor from a large city school system. All could properly be called professional workers.

Long before Carl Rogers pointed out that much counseling had been too directive, early counselors borrowed from the social workers the concept of "dynamic passivity," and talked at staff meetings in the early 1930's of the importance of asking clients questions, of listening, and not talking. Stress was laid on getting young people back to school and success in this was reported on the monthly report, along with job placements. Placement of youth in hazardous work was avoided. Regular statewide staff meetings of all local office counselors were held periodically.

Subsequent Tools Help

Did early counselors do as good vocational counseling then as now? No! They didn't have the General Aptitude Test Battery which tests for nine basic abilities and relates these to more than 600 jobs. Dr. Donald Super has recently called this test "the most useful existing multifactor test battery for vocational counseling." The approach was not as systematic then as now. Counselors did not cover as many traits and factors in their analysis of the individual as counselors do now. But they did know their applicants well as "whole people" and were deeply interested in helping them.

They didn't have the *Occupational Outlook Handbook* for easy reference, but they did visit employers continuously and every substantial firm hiring youth was known. They probably did more "clearance" of youth and jobs, between offices, in those days. In New York City, referring young people for high school and college scholarships was a regular part of the work. Hundreds of boys and girls were kept in school, again with the assistance of the Vocational Service for Juniors.

All this was prior to 1934. Then, as now, there was a philosophy and there were standards for practice. Then as now, when school officials looked into the Employment Service activities they recognized that most of the boys and girls served by the Employment Service counselors were getting more suitable jobs than they would have obtained on their own. People

recognized that there was no place where there was more current information about jobs than in the public employment office.

Employment Service Grows

When Dr. Mary Hayes left the New York City Vocational Service for Juniors to become the director of youth work projects of the National Youth Administration in the early 1930's, she patterned the employment offices for youth which she set up in conjunction with the State Employment Services in 1937 on the work she knew in New York City. By October 1, 1939, there were 177 cities in the United States in which Employment Service offices were performing vocational services for youth beyond regular job placement. Some of that same staff are working today throughout the country in local offices of State Employment Services.

THE SCENE TODAY: Pictured below is one of the 1,800 local offices of the State employment services affiliated with the United States Employment Service, which provide access to jobs in industries, laboratories, offices, and government. During 1957-1958 227,298 high school seniors received help in vocational planning through local public employment offices. Three million recent graduates have received this service since 1950.





AN EARLY SCENE: *Women's styles help establish the era of this New York State Employment Service Office photo. The year was 1936.*

In his book *Matching Youth and Jobs*, Howard M. Bell described the work done by the State Employment Services and the NYA in the period between 1924 and 1940. He advanced better methods of professional youth employment service. The book was widely read within the employment Service and influenced procedures and programs.

World War II slowed down special youth employment services, though some States, including New York State, never eliminated their counseling and placement services for youth.

Veterans Services Mushroom

In 1945, with the return of the uprooted young veterans, the counseling service had a great impetus. The Employment Service saw that these young men needed help in readjusting to civilian life, choosing new occupations, selecting proper training, and getting work which would utilize their military experience as well as their abilities.

Counseling was launched as a new national program of the U. S.

Employment Service. New supervisory staff was assigned by State employment agencies and an extensive training program was carried out. It was a milestone in extending organized vocational guidance services to adults as well as youth. Most local employment service offices in more than 1,800 local communities started formalized counseling as distinct from placement.

Thanks to the help of an advisory committee and a few experienced technicians in the U.S.E.S., a sound and flexible counseling program was established and written materials were prepared. As the veterans became readjusted and found work the Employment Service counselors were assigned more and more to work with youth.

GATB Becomes Available

The GATB was first introduced in 1946. This test battery, used for counseling by the Employment Service, was based on work which had been done at the University of Minnesota. The contribution of the GATB cannot be overestimated. Hundreds of thousands of boys and girls know their potentialities better because of this counseling tool.

The GATB is used in more than 1,300 local public employment offices as an aid in counseling youth entering the labor market. These tests were used in 8,000 high schools this past school year. Differentiating as it does between verbal, numerical, spatial, clerical, mechanical abilities, form perception, motor coordination, and finger dexterity, it has proved particularly effective with high school graduates, who are entering the labor market after graduation.

Services to Schools Improved

In 1950, under the leadership of

Charles E. Odell, the Employment Service took another important step forward. The responsibilities of the high schools and the local public employment offices for assisting seniors in their transition from school to work were spelled out in an agreement between State Supervisors of Counseling in the Employment Service and State Directors of Guidance in State Departments of Education. The "year around" program of the Employment Service involves high school seniors who are not going on to college and will be seeking full time jobs after graduation. This service is available throughout their senior year.

From a small beginning when the local office counselor or manager went to the high school late in the Spring to invite seniors to the local office for registration and perhaps for counseling and testing, the service has advanced from recruitment to vocational assistance provided in the schools by the Employment Service. For the class of 1957, Local Employment Service staff counseled 227,298 seniors in 7,878 schools, administered 219,903 GATB's and placed 58,270 graduates in jobs lasting six months or more.

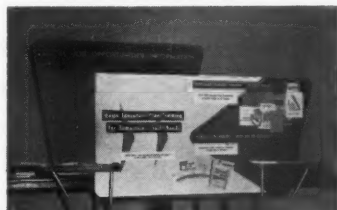
Services, Publications Added

No mention has been made of vocational services which have been provided by the Employment Service to school "drop-outs" in many cities because most program emphasis from the national office of the Employment Service from 1950 to 1956 has been on service to high school graduates. Now, however, special procedures have been recommended for improved counseling and placement service to "drop-outs." A demonstration project for counseling and placement of school

drop-outs with mental and social problems is now underway in Philadelphia. The techniques developed there should improve employment services for difficult-to-place youth.

Most state employment agencies also conduct special job campaigns for youth seeking summer work.

Two handbooks published by the Government Printing Office in 1954 have served as guides for recent methods and techniques in this field. These are *Counseling and Employment Service for Special Worker Groups* and *Counseling and Employment Service for Youth*. These handbooks describe the methods and techniques of employment counseling as advocated for



MODERN DISPLAYS: Local exhibits use modern materials and methods to present to laymen the services available through the Employment Service office. Job opportunities and requirements information is available as the result of local, area, and national studies.

the 1,800 local offices of the public employment service.

Future Portends Growth

What will come next? Certainly there will be improvements in existing Employment Services. More and better-trained counselors, coverage of more high schools, exten-

sion of the employment counseling to more rural youth, and more and better services for high school "drop-outs" will be among the improvements. Plans are now underway for considerable improvement in the standards for personnel. Likewise, more adequate financing of this program seems likely.

History shows that services for youth have an honorable past in the public employment service. This is not widely known or understood. The present services, when considered from the standpoint of extent and professional resources alone, are impressive. With the growing understanding of the role of vocational guidance in the economy and the recognition of the role to be played by the Employment Service the future is bright for improved employment counseling

and placement services for youth entering the labor market.

These services deserve the understanding and support of all professional workers in the community as well as more widespread public knowledge and support.

REFERENCES

1. *Junior Placement*. Children's Bureau, Department of Labor. Washington, D. C.: Government Printing Office, 1940.
2. Bell, Howard M. *Matching Youth and Jobs*. Washington, D. C.: American Council on Education, 1940.
3. *Counseling and Employment Service for Special Worker Groups*. U. S. Department of Labor, Washington, D. C.: Government Printing Office, 1954.
4. *Counseling and Employment Service for Youth*. U. S. Department of Labor, Washington, D. C.: Government Printing Office, 1954.

NVGA Achievement Awards

Individual and Branch

ALL NVGA Branches are invited to nominate two persons for the **1959 Individual Achievement Awards** to be announced at the national convention in Cleveland.

One nomination should be a person who has made a national contribution to the vocational guidance effort. The other should be a person who has made a local or regional contribution. The latter should be accompanied by the nominee's vita.

Branches wishing consideration for the **1959 Branch Achievement Award** should submit a description and evidence of accomplishments.

Nominations for both individual and branch awards should be sent to Edward C. Roeber, School of Education, University of Michigan, Ann Arbor by December 1, 1958.

* * *

We cannot really know the problems troubling a student without wanting to help him; not knowing means not helping.

* * *

A student problem is not an interruption of the school's work—it is the purpose of it.

Guidance Bulletin Boards



A New Look

by DOLORES KABLE

TWO PROBLEMS confronting the secondary school guidance worker in the past have been, first, that of arranging the guidance bulletin board so that it forms a meaningful display of occupational literature, and second, providing practical job experience for students. A possible solution exists which would eradicate both at the same time.

It is possible to have an attractive bulletin board produced by students desiring job experience. Simulating a business organization, the type of student personnel needed would be roughly as follows:

- Artists to design pictorial materials for a bulletin board, and to plan placement of the materials to be included thereon.

- Researchers to investigate, arrange, and write factual material concerning the occupation to be featured on the bulletin board. Students interested in research may wish to major in Journalism, History, or English in college.

- Typists to type the final synopsis of career information which will be placed on the bulletin board.

- Public relations or students interested in personnel work to contact community leaders in conjunction with their occupation when it is to be featured as a career possibility.

- Photographers to take pictures of people representing the various local occupations featured on the bulletin board.

- Business-minded students to organize and supervise student personnel and production.

- Secretaries to take notes at the meetings when the students work out their ideas for each occupational study.

- Advertising or journalism-bound students to write clever pieces for the daily school bulletin, calling attention to the current feature of the bulletin board, and to assist in informing local papers of school events.

Organizing a team of youngsters desiring practical job experience depends first upon the acceptance of the idea and cooperation of the administration and faculty.

Purposes Are Varied

Letting students produce occupational studies for the bulletin board has many practical purposes. The students involved in the project will be experiencing a type of non-paid job experience of an extra-

DOLORES KABLE is a graduate major in guidance of Northwestern University.

curricular nature. In addition, this can be a profitable learning experience in terms of teamwork, actual production of bulletin board assignments, and practical knowledge concerning various occupations. The entire student body can benefit in being made more aware of occupational choices, and will probably be more acceptant and interested in the bulletin board, since it is a student project.

This can also be a tool in helping teachers become more guidance minded, and may even result in an interested teacher assisting and directing the activities of the students involved in presenting the occupational studies.

By having students in the role of public relations personnel to interview local representatives of various occupations, community awareness and interest can be aroused. This can perhaps make the job of the counselor somewhat easier in contacting community employers in order to place students in part-time or full-time employment.

Student Call Issued

Initiating the student team to produce the bulletin board displays is relatively easy. If the particular school issues daily bulletins to be read during the homeroom period, this method may be used to present the idea; if not, selected teachers could discuss it with their students. The purpose of issuing a bulletin is to describe generally, but not too specifically, the opportunity for students to acquire this type of job experience. In other words, the description should best be an attention arouser. If the school is large in size the counselor may wish to limit the promotion to only one segment of the student body. A sample type of approach

for the bulletin might be:

When you go looking for that part-time job or full-time employment, do you know that the first question an employer will ask is, "What experience do you have?" Can you offer an employer experience? If no one will hire you so that you can become experienced, then this may be your golden opportunity.

If you want to get practical, non-paid experience, make new friends, learn interesting facts about the world of work, and help your fellow students—listen carefully for opportunity presents itself. All you have to do is select the type of job experience listed below that interests you and see (counselor's name) in (specified room number) tomorrow (at specified time). Remember no previous experience is needed.

Following this introduction should be a brief description of the types of personnel listed previously, namely, artists, researchers, business executives, journalists, secretaries, typists, photographers, and public relations personnel. Thus, this would tend to limit the responses to only those interested in the specified job types.

The counselor may wish to organize the students who respond into two teams, making certain that there is a sufficient number of students in such positions as typist to be able to handle their jobs adequately. It is desirable to have two teams so that they can alternate, each presenting a new occupational study every two weeks. In utilizing two teams the work load would be lessened considerably, inasmuch as each team would actually be producing only once a month.

All Students Participate

The entire student body can be given a voice in the choice of occu-

pations to be featured on the bulletin board. Based on previous experience, the counselor can formulate a list of 30 occupations most frequently chosen by alumni, and circulate it to the students with instructions to mark the five occupations that most interest each student. A number of students who are interested in mathematics may then begin to compute the results, determining the percentage of interest displayed in each occupation. This information can be used when deciding upon the occupation to be featured on the bulletin board.

When the organizational meeting is held, the students who respond can be divided into two teams. Each team should have at least one meeting together for every occupational study it plans to present. The counselor or an interested teacher should supervise the meeting when the students will be

discussing ideas relevant to the occupational study.

Actually, the student in the capacity of business executive will be in charge of the meeting and should be made cognizant of his duties to tie together ideas and to supervise the production of the work. The student serving as secretary will copy the ideas and assignments, so that in cases of confusion the record as to decisions made may be checked. The duties of the other student team members follow in accordance with their job description.

With good leadership and faculty cooperation, guidance bulletin boards can be made to take on a new look. A bulletin board can serve many important functions, and with ingenuity and direction, it can have the potential of serving more purposes than it does at the present time.

Ever Hear of a JOB-O-RAMA?

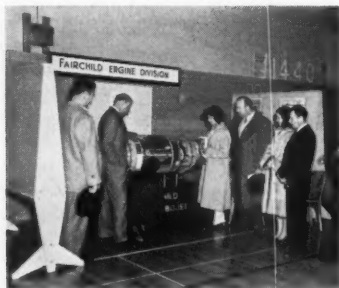
by HERBERT S. PARKER

FROM JUNE, 1958, to June of the following year, 1,500 high school graduates will be seeking employment in the Greater Long Island, New York, labor market. This figure represents 50% of the 1958 and 1959 graduates of ten southwestern Suffolk County high schools.

HERBERT S. PARKER, former Guidance Coordinator at the West Islip Public Schools, Long Island, New York, is now a Staff Associate with Science Research Associates, Chicago, Illinois.

Discussions with the New York State Employment Service voca-





tional counselor indicated that opportunities and manpower needs were not being adequately conveyed to the potential employee. Although the Employment Service representative visits schools, tests, interviews, and registers students, and, though the high school counselors try to orient students to the world of work, it seems that there is a need for improved communication among all interested parties.

A pupil-counselor ratio of 500 to 1 or 800 to 1 makes the situation almost impossible. Something more had to be done for the high school graduate who is planning to enter the labor market upon graduation.

Employment Information Sketchy

One of the major problems seemed to be the lack of realistic information students and parents have concerning: the diversity of employment opportunities, the actual type of preparation employers preferred, and projected manpower needs. Therefore, one of the counselor's major concerns was how the information could be presented to students and parents in a realistic manner.

The old career-day idea was rejected because it did not meet the need in terms of current and projected manpower needs nor did it

appeal to the non-college-bound student.

Why not gather together under one roof a Job-O-Rama in which local commerce and industry would present their 'wares' and discuss their needs?

The idea was proposed to counselors in neighboring high schools and the local New York State Employment Service representatives. All parties agreed that an effective group activity was needed to give life to the "occupations" classes and to help the often neglected student who is "just going to work" upon graduation.

Small, Large Firms Contacted

The New York State Employment Service office provided a list of firms employing and interested in employing the high school graduate. This list was reviewed by all the counselors, and firms were added from the local communities. The only non-local employers invited to participate were the Federal and State Governments and the



Armed Services. A list of 75 organizations was developed.

The smaller local firms were contacted personally by the local high school counselors to make sure that the function and nature of the program was completely understood. The larger firms were contacted by letter. It was emphasized that the program was not designated to recruit employees directly for any of the participating employers, but rather to create an awareness of local manpower needs and the diverse occupational opportunities in the student's "own backyard."

Larger firms were asked to name members of their staff to serve on public relations, publicity, and planning committees. Though their participation was advisory, it made the entire activity representative of the thinking of school people and local business and industrial leaders.

Evening Program Scheduled

The program was scheduled for a weekday evening with some schools providing bus transportation for students who would not have been able to attend otherwise.

The evening was divided up as follows:

DISPLAY:

The local gymnasium was set up with a convention-like exhibit. Each participating firm was allotted a certain amount of space. Each was asked to make a visual demonstration that would answer such questions as:

- Who are you?
- What do you produce?
- Where are you located?
- Number of employees?
- Entry occupations for high school graduates and opportunities for training and advancement?

The display was open from 7 to 10 P.M. and—even though other activities were planned while the display was open—hundreds of students and parents viewed the exhibits.

GENERAL SESSIONS:

The evening program was officially opened by Dr. William Leonard, Professor of Economics at Hofstra College, who spoke briefly on Long Island's occupational outlook.

CONFERENCE PERIODS:

This activity was designed to individualize the presentations. Each firm was provided with a private classroom in which to make a 20-minute presentation concerning the activities and plans for the future as they related to personnel needs. Three such opportunities were provided so that each visitor could visit at least three firms.

Community Groups Involved

One other attempt was made to involve the local community at the program. Each counselor personally invited each member of his local Board of Education and the committee chairmen of the local service organizations which professed interest and concern with the age group.

Participating students, parents, counselors, and representatives of the New York State Employment Service, local commerce and industry reported that the program (1) provided valuable information concerning local vocational opportunities and (2) opened lines of communication between all persons and agencies interested in youth and their assumption of adult civic responsibility. Plans are made to repeat the program next year.

INTERESTS OF THE GIFTED

Interest Variability of Future Teachers with High Collegiate Aptitude

by JOSEPH L. FRENCH

WHAT ARE the gifted really interested in? Nobody seems to know.

Vocational interests have received only sporadic treatment in the growing maze of literature pertaining to gifted students. Terman and Oden referred to the interests of gifted children as "many sided and spontaneous" [4, p. 24]. Whereas the Eight State Committee of New England hypothesized that "interest inventories may help identify those (gifted children) who have a strong interest in a given area as well as those who have broad interests" [1, p. 13].

In determining what role the assessment of interests should play in the total talent-identification program, Passow, et. al. suggested that the school should consider "in what way, if any...students with outstanding ability in a given field differ in their interest patterns from less talented students active in the same field" [3, p. 27].

The foregoing quotations and others helped formulate three null hypotheses for the research to be reported in this paper: (1) that there is no difference between the means of the number of high scores on the Kuder Preference Record—Vocational, reported for intellectually superior and for less talented freshmen enrolled in a midwestern

state teachers college; (2) that there is no difference in the variability of the number of high Kuder scores obtained for these groups; and (3) that there is no difference between the sexes for the first two hypotheses.

High Kuder scores are those scores falling above the 75th percentile. "The 75th percentile point was chosen because it is a convenient point which lies between the 1% and 5% points of significance for normally distributed scores from tests having a reliability of 0.90" [2, p. 2].

The intellectually superior group consisted of 281 entering college students whose total score on the American Council on Education Psychological Examination or the School and College Ability Tests placed them in the top 25 per cent of the standardization sample whereas the less talented group numbered 400 students randomly sampled from the remaining 1,743 freshmen entering during the 1956-57 and 1957-58 school years. The gifted group included 98 males and 183 females.

As can be seen by an inspection of Table 1, a larger percentage of gifted students had three or more high scores and a smaller percentage of gifted students had zero, one, or two high scores. The mean number of high Kuder scores of the random sample was 2.56 while the mean of the intellectually

JOSEPH L. FRENCH is Assistant Professor, College of Education, University of Missouri.

TABLE I
Number and Per Cent of Freshmen
Obtaining High Kuder Vocational Scores

Number of High Kuder Scores	Number		Per cent	
	Random	Gifted	Random	Gifted
0	3	2	1	1
1	52	23	13	8
2	133	73	33	26
3	148	106	37	38
4	57	66	14	23
5	7	11	2	4
TOTAL	400	281	100	100

superior group was 2.87. The standard deviations for the groups were 0.97 and 1.01 respectively.

The observed mean difference in the distributions is statistically significant at the one per cent level when the conventional t-test [5, p. 130] of the difference between means is applied ($t = 3.99$). An application of Chi square [5, p. 146] was also used to estimate how well the distribution of the gifted students fit the distribution of the random sample. A highly significant Chi square value of 36.20 further substantiated a rejection of the first null hypothesis. The intellectually capable students tend to have more high Kuder scores than their classmates.

The difference in variability of the number of high Kuder scores was investigated with the F test [5, p. 134]. The resulting F value of 1.04 is not sufficient to reject the hypothesis that one group does not have a wider distribution of scores around the group mean than the other even though the number of high Kuder scores of the intellectually capable students is greater than their classmates.

The hypothesis that no significant difference between the means

or standard deviations of the number of high Kuder scores exists between gifted males and females could not be rejected. A t value of 1.79 reflected the difference between the means and a F value of 1.19 reflected the difference between the standard deviations.

The significant differences cited above become increasingly important when a portion of the Kuder manual is considered. In the interpretation section, instructions are provided for zero, one, two, and more than two high scores. The instructions for interpreting more than two high scores follow. "If there are three or more high scores, combine the corresponding scale numbers into pairs, placing the smaller number in each pair first. Look up each 'profile index' in accordance with the directions given above for the two high scores" [2, p. 3].

Since 53 per cent of the random sample and 65 per cent of the gifted students have more than two high scores, and 16 per cent of the random sample and 27 per cent of the gifted group have more than three high scores; more consideration must be given the complex pattern of several high scores. It

is not safe to conclude that the interests indicated for a combination of areas of one and three can be added to the interests indicated for areas one and seven and to those interests for three and seven to describe the interests of an individual with high scores in areas one, three, and seven. Perhaps this three-area combination rules out many activities suggested by the pairs and perhaps this combination identifies even other activities not yet suggested. More research in this area is highly desirable.

Summary and Conclusion

Gifted midwestern state teachers college entering freshmen tend to have more interests as reflected by the number of high Kuder vocational scores than their less intellectually endowed peers. However, the number of high scores obtained by the intellectually capable students do not span a significantly greater range than their

classmates. Significant differences between the sexes in either means or standard deviations were not found. Since a majority of both groups obtained three or more high areas, more research is needed to give meaning to complex combinations.

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Government Leaflets on Young Workers

Two 1958 leaflets from the U. S. Department of Labor on **High-light on Young Workers Under 18** and **Guideline for Employment of Young Workers** are available free from the Bureau of Labor Standards. They direct attention to the complex situations facing young workers.

A 1957 U. S. Office of Education Leaflet on **Transition from School to Work** helps round out the picture.

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THE July, 1958, *Guide Lines* from the Guidance and Student-Personnel Section of the U. S. Office of Education consists of a 16-page bibliography entitled, "School Retention: Selected List of References" compiled by Bettina Weary.

The Original "White-Collar" Man

by EUGENIE A. LEONARD

SINCE TIME immemorial workers have sought in one way or another to upgrade their occupations.

Medical men and women have struggled from slavery and menial service to the honored position they hold today. Insurance men have burned midnight oil on endless calculations to lift their occupation from that of sheer gambling to one of secure investments. Bankers have replaced tedious hand book-keeping with efficient calculating machines and have moved from the dank counting-houses of former days to veritable palaces of marble.

But no working group has struggled longer, or against greater obstacles than the craftsmen of the world.

In prehistoric days men of physical strength and skill were held in high respect for they could save the tribe from physical danger, but with the invention of written language they were stripped of their prestige by the men who could read and write.

Egypt, 3,000 B.C.

One of the earliest evidences of this change, this discrimination among occupational groups, is to be found in an old papyrus document written by Tuaf, son of Khattai, the original "white-collar" man.

Tuaf was an Egyptian craftsman living nearly 3,000 years before Christ. Somehow he learned to read and write the language that was already a thousand years old. He was so swelled with pride of his new found knowledge and so embittered by his experiences as a craftsman that he wrote a series of precepts to guide his son, Pepi, away from the crafts in his choice of a vocation.

The *Teachings of Tuaf* is among the seven oldest books extant and doubtless was preserved for us because Tuaf expressed the ideas that were universally accepted in Egypt. His precepts were used as a school textbook and copied by countless teachers and students through several centuries. As such, Tuaf's teachings became an integral part of the thinking of the Egyptians and must have had a lasting effect upon their social attitudes toward the occupations he described.

Tuaf began his precepts by praising the work of the scribe as above all other occupations. He said he had considered the exhaustion



EUGENIE A. LEONARD is a former Professor at the Catholic University in Washington, D. C.

caused by all kinds of manual occupations and the uncertainty of all other professions and advised his son, "I would make thee to love books as thy mother. I would bring their beauties before thy face, for the profession of the scribe is greater than any other—there is nothing equal to it up on the earth."¹

The 17 Lowly Crafts

Then he proceeded to describe seventeen crafts and other manual occupations in vivid terminology. He reminded his son of the "blazing fiery furnace" of the copper-smith whose "fingers are like the hide of a crocodile" and who "stinks more than the entrails of a fish" and of the spear maker who spent his time and money seeking material with which to work and who "comes through the fields—to his house—utterly worn out by his journey." He warned his son that the runner-with-messages must evade the lions and thievish nomads of the mountains and desert. His danger is such that he bequeaths his possessions before he leaves and returns "utterly broken by the fatigues of the journey."

Of the artisans who wield the chisel, Tuaf reminded his son that they must work far into the night by the light of their wavering lamps, of the stonemason, that he "sits himself down when Ra enters and his thighs and the bones of his back [seem] as if they were coming asunder," of the brick-maker [or one who made dams] that "his garments are stiff with mud which is caked on them—. If he goes into the wind, it stifles him," and of the

builder-of-walls, that "He is eaten up with disease for he lives out in the open air among the winds. The building material is in his garb—from one month to another he clings to the scaffolding like the lilies on the house."

Concerning agricultural occupations, Tuaf wrote that "the gardener's shoulders are bowed under crushing loads and he spends the forenoon in watching the onions and the afternoon in attending the vines—and everything he does exhausts his body." Of the farm laborer, he wrote, that he has a raucous voice like that of a corn-crake. His fingers and hands and arms are dried up by the winds and are cracked. He is worked to exhaustion—. The taste of death is in him."

The snarer-of-wild-fowls toils exceedingly hard but is not blessed by the Gods. The fisherman has the worst lot of all for he works in the water where the crocodiles lurk to kill him. The waterman toils "as long as his arms are able to do so. The mosquitoes and gnats sting him to death, his stink chokes him," and the reed-cutter is no better off for he spends the whole day cutting papyrus reeds, "his fingers are filthy—his eyes are sunken, his hand never rests—and he detests clothes."

Tuaf pointed out to his son that the sandal-maker must forever beg for work. "His health is the health of a hooked-fish. He gnaws the strips of leather" and "The weaver sits in a closed hut and has a lot which is worse than that of a woman. His thighs are drawn up close to his body, and he cannot breathe freely. The day on which he fails to do his tale of woven work, he is dragged out like a lotus from the pool. Only by bribing the watchman at the door with

¹ The translations used here are generally taken from E. A. Wallis Budge, *The Teaching of Amen-Em-Apt, Son of Kanekht*, London, Martin Hopkinson Co., 1924.

[his] bread-cakes can he make him let him see the sunlight." Of the barber Tuaf wrote that he must constantly search for men to shave and must work far into the night to maintain life, and of the washerman, "His miserable state is one to weep over. He spends his whole day with the stick beating the clothes—and if he delays he will be beaten."

Tuaf concluded his tirade on manual crafts as he began it with a hymn of praise for the "white-collar" job, "Verily, there is no occupation than which a better cannot be found, except the profession of the scribe which is the best of all."

While Tuaf extolled learning and urged the love of literature, which is an asset for any people, he also, by decrying manual occupations, laid the groundwork for the continuance of the social stratification of occupational groups which the intervening centuries have done little to erase. He took no account of the basic fact that most of the occupations he described were essential to the very life of the people and deserved to be valued as such. He ignored the contributions of the craftsmen upon which rested most of the improvements of the civilization in which he lived. The security and comfort of his life as a scribe were the result, in large part, of the very work he depreciated but, of these facts he wrote nothing.

How much slavery had to do with the stratification of occupational life is impossible to determine since both elements were well established in Egyptian society by the beginning of recorded history. Yet there can be little doubt but that the social status of the slaves who did most of the manual work effected the social status of the

freemen who did the same kind of work.

Contemporaries Disagree

Two statements were found in the other six oldest documents extant that tended to refute Tuaf's position. One was made by King Khati in his precepts written to his son, Merikara. He advised "Make no distinction in thy behavior towards the son of a man of humble parentage, but attach to thyself, a man by reason of what his hands have effected. All handicrafts are performed according to—the Lord of Strength."

The other reference to the value of labor was found in the teachings of Amen-Em-Apt. He wrote, "Turn not back the people who wish to cross over the river whilst thou art stretched out at thy ease in the cabin. If a paddle be brought to thee when the ferry boat is in midstream, grasp it with both hands, take it [and use it]. There is nothing in the hand which is an abomination [to] the God. Is not happy the toiler?"

A 1520 B.C. Census

It was more than a thousand years after Tuaf's precepts were written that an honest livelihood was legally recognized in Egypt.

In about 1520 B.C. King Amasis established an occupational census of his people. He required that every Egyptian man should appear annually before the governor of his canton to report concerning his vocation and prove that he carried on an honest occupation. The penalty for failure to comply with the law was death.

Thus the scribe and the fisherman were forced to rub shoulders at the common registration desk. It is, however, doubtful if King

Amasis had any idea of furthering a democracy of occupations. He was concerned rather with increasing the productiveness of the country and the elimination of the indigent who were dependent upon governmental bounty.

The master of a slave forced the slothful worker to greater effort with the whip but a free craftsman had the right and obligation to maintain himself and his family by his own work. If he did not do so the country suffered through loss of his productivity and the maintenance of his indigent family.

Greek, Roman Craftsman Rise

A similar pattern of occupational stratification can be traced in the Greek and Roman civilizations. Manual labor of all kinds was beneath the dignity of a citizen of Athens or a senator of Rome.

Slaves were still the chief source of labor, but in the beginning of the Christian era some of the free craftsmen banded themselves together into colleges, or loosely organized associations of workers for the purpose of protecting themselves and upgrading their occupations. These were followed during the medieval period in Europe by well organized guilds with substantial guild-halls and an improved economic and social status for the worker-members.

American Workers Organize

Then in the 19th century the heavy hand of the liege lord was replaced by the grasping hand of the capitalistic factory owner.

In America the craftsmen found themselves caught in a tidal wave of progress that swept away many of their ancient crafts and left them without craftsmen status or guilds to uphold their cause. They

were forced to compete individually with untrained women and children in the open labor market.

Slowly, against powerful money interests, the Knights of Labor was formed and later Unions of working men and women.

This struggle of craftsmen to upgrade their occupations and gain economic and social status in the new industrial world is epitomized today, as in the medieval world, by enduring buildings. Across the land in every city the craftsmen have built symbols of the worth of their crafts in steel and brick and stone.

And still the task is not complete for the pattern of Tuaf's social stratification of occupations is present in our thinking and customs. In our evaluation of the worth of an occupation, we have not yet learned to use the basic criteria of the essential needs of our way of life and the contributions of each group of workers to meet those needs.

The Struggle Continues

We still place the "white-collar" man on a social pedestal and demean the worker who built the pedestal. We talk of the democracy of occupational opportunity but we forget that true democracy does not rest on wages, or kinds of work, but rather, on the equality with which we regard all workers who give their lives to labor in behalf of mankind's good.

Whether he be research physicist or auto mechanic, brain surgeon or orderly in a hospital, his work is essential to our way of life and the real criteria of his worth is not his wages or his uniform but the extent to which he employs his talents in the fulfillment of the needs of our civilization.

In sharp contrast to Tuaf's pre-

cepts our advise to youth today must take on a new and deeper personal meaning. It must turn first upon the analysis of the special abilities of the individual and

then upon the vast occupational world to find the work wherein his talents may best find fulfillment and society gain a maximum contribution.

Making College Freshmen

CAREER-CONSCIOUS

by BARBARA BECHER and PAUL CENTI

STUDENTS in the School of Business of Fordham University choose their major academic concentration near the end of the freshman year. In the past, the days immediately prior to the deadline for this choice have been hectic ones for the personnel available in the university's guidance office, the Office of Psychological Services. "Vocational Guidance" became for a few days the phrase heard most often around the office and the function which occupied almost all of the staff time.

During these few days, also, the file of vocational literature was in almost constant use. Students who had been told that interests, aptitudes, and personality indicated that such-and-such an area should be considered, busied themselves at the file in learning all that they could about the area.

In an attempt to make students much more conscious of their responsibility to choose a concentration long before the day of reckoning arrived and to provide additional avenues for students to acquire information on a chosen professional area, the following projects

and programs were initiated this year.

Bulletin Board Overhauled

The office bulletin board which is located just outside the student lounge was taken over for the exclusive display of vocational literature. Where before this board had been used for placement announcements of various sorts, it was used during the past year for what was hoped were eye-catching and informative displays of vocational literature. Each display illustrated and described as interestingly as possible the various aspects of a particular occupational area, such as accounting, personnel work, or retailing. The displays were changed every month so that, through the course of the year, about eight or nine professional areas received prominence in this way.

Library Browsing Arranged

A corner was made available in the college library to provide for a ready reference source for students desiring to browse through vocational literature. The library staff cooperated in making this particular corner of the library as attractive as possible. Over a table was placed a large sign bearing the in-

BARBARA BECHER is Staff Psychologist and PAUL CENTI is Senior Guidance Officer, Psychological Services, Fordham University.

scription "What's your line?" and beneath the sign was suspended a clothes line to which were pinned colorful pamphlets and brochures containing vocational information.

Literature covering a variety of possible occupational choices was placed on this table within easy reach of students who cared to browse. Students were encouraged to read this material in the library and to borrow the literature through regular library procedures.

Career Meetings Organized

A Career Conference Series was organized. For this program successful professional people were invited to come to the college to speak to the students on the areas of their experience. Since the Office of Psychological Services is also the placement unit for the university and as such arranges each year for a large number of companies, corporations, and firms to send representatives to the college to interview seniors for placement, it was decided to utilize these contacts in securing the speakers for the program. This year's speakers were individuals holding, in various companies, such positions as Chief Accountant, Treasury Manager, Sales Manager, Personnel Director, and Training Supervisor. These people were more than willing to participate and showed considerable interest in the program and what it was attempting to do.

New Arrangements Click

In retrospect, it seems that efforts this year toward making freshmen career conscious have succeeded. Student interest in the bulletin board and the library displays was

reflected in the considerable number of students who came to the office seeking additional information and vocational guidance. They indicated that the displays had set them to thinking of vocational goals.

Student participation in the Career Conference Series was better than anticipated. Although the meetings were held after school hours on the students' free time, there were always sufficient numbers of students present to warrant the speaker's visit and staff efforts to develop such a program. Furthermore, freshmen students, from almost the first month of school, have been coming to the Office of Psychological Services for vocational guidance. The large jam of students before the deadline for choosing academic concentrations, which was expected in previous years, was far less in evidence this year. The file of vocational literature, which for the most part had remained untouched in previous years during most of the school year, was now in almost daily use.

Year Round Plan Set

The results of these efforts indicate that the projects should be continued next year. In addition, in a further effort to make vocational guidance a year round concern of students, plans are being made to tape record next year the talks given in the Career Conference Series. In this way, there will be built up a series of talks covering numerous occupations and professions which can be made available to individual students or to teachers for use in their classrooms.

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It is easy to spot a well-informed person. His opinions are just like yours.

ERRONEOUS CONCEPTS ABOUT GUIDANCE

by JOHN P. McQUARY

S EVEN years ago in an article in *Occupations*, Dugald Arbuckle [1] warned that the guidance movement could not continue to be vigorous and progressive as long as it remained shackled by three fallacious concepts which were no longer acceptable to thoughtful people in the field.

He identified these concepts as: (1) guidance is exclusively vocational, (2) guidance should be limited to the secondary schools, and (3) guidance is a process of guiding, molding, and the giving of advice.

In retrospect, one can see that some significant changes have occurred. It is not the purpose of this article to delineate these nor to attempt to evaluate the progress which has been accomplished. Let it suffice to mention only a scattered few instances to show that these three unsound concepts are disintegrating.

Now Vocational Plus

First of all, it is a generally prevalent and accepted belief today that vocational guidance is an integral part of the guidance movement—but certainly not the sole task of professional guidance workers.

Recent professional writers do not underestimate the important heritage which the total, present-day guidance movement owes to

the early emphasis upon vocational guidance, but do advocate a broad interpretation of the guidance field to encompass the total adjustment of individuals.

Indeed, the advent of Sputnik has focused a new significance upon vocational guidance as an aid to the selection of personnel for critical occupations. To counteract misconceptions, the APGA Statement of Policy Concerning the Nation's Human Resources Problems clearly points out the dangers of a narrow perspective of guidance.

Elementary School Trend

The seven years since the publication of Arbuckle's article has been a period marked by a number of efforts to emphasize the need for guidance services in the elementary schools. The stereotyped concept of secondary school guidance is not as potent as it once was.

Recent books, journal articles, and seminar reports list such representative references as Bernard, James, and Zeran, *Guidance Services in Elementary Schools* [2] or Cottingham, *Guidance in Elementary Schools* [4]. Blanche B. Paulson, past-president of NVGA, who reviewed the latter book in the *Personnel and Guidance Journal*, (Oct. 1956), stated that she regretted that the meaning of guidance in the elementary schools had not been permitted to be the primary theme of all our guidance services. If this acceptable statement had appeared in print sev-

JOHN P. McQUARY is Assistant Director of Student Personnel and Guidance at East Texas State College, Commerce, Texas.

eral years earlier it might have been considered radical.

Even our counselor training programs reflect a change of thinking. For example, the Harvard Graduate School of Education offers programs at the doctoral level to prepare specialized guidance personnel for work from pre-school level up through adult level [7].

Less Advice Giving

Changes in attitude about the third fallacious concept have also taken place. Those who believe that guidance is a process of giving advice and of transmitting the "right answers" from some expert down to an inexperienced counselee comprise a decreasing number. Progress has been made in removing this misleading concept from the minds of our colleagues, associates, and friends outside of professional groups.

By no means have we become entirely successful. Perhaps it will always be a misunderstanding professional guidance workers must face.

Although significant progress has been made in these areas, guidance continues to be shackled by another misconception. Throughout this country there is a surprisingly large and increasing number of persons who object to the word "adjustment." It is a red flag to misinformed critics. In these times when most everyone is giving his views concerning the ills of the U. S. educational system, this word is being bantered about frequently.

This article is meant to be an appeal to professional guidance workers to be alert to a lack of proper communication. If not shackled, guidance is garbled by a prevalent concept which proclaims

that adjustment is conformity. Nothing could be farther from the truth!

A New Misconception

It is surprising to find so many persons who equate conformity and adjustment. Yet, not to the author's knowledge, does any reputable counselor or psychologist do so. In addition, reference to any of the standard, well-accepted texts covering the fields of guidance, counseling, psychology, and personal adjustment will clearly show that their writers consider adjustment as a universal, continuous process of which conformity is only one form. Professional leaders in the field of guidance would be the first ones to declare that the quality of adjustment achieved by conforming could be good or bad.

Critics who equate adjustment and conformity object to guidance programs because they fear the development of a society characterized by mediocrity. In fact, many persons have publicly stated this in recent months. Others fear that individual initiative will be stifled and that individuality will be considered maladjustment [3].

But if, as Crow and Crow [5] have written, guidance is assistance made available by a competent counselor to an individual of any age to help him direct *his own life*, develop *his own point of view*, make *his own decisions*, and carry *his own burdens*, can we be advocating conformity? On the contrary, it would appear that we, of all people, respect, encourage, and foster individuality when we work toward the optimum development of the individual.

Most well-informed persons

would admit that mass education breeds conformity. Yet, some of the real force behind the guidance movement in this country has resulted from negative reactions to giving every student the same courses, evaluating them in exactly the same way, or expecting progress at the same rate for every student. This hardly sounds like a force which believes that to adjust is to conform.

A recent writer [6] refers to the "rigmarole of adjustment" and feels that it is a wastebasket term currently used to connote a blessed state of doing, thinking, and saying what your neighbors expect. If this is true, this heralds a time for reeducation and clarification—not for avoidance of the use of the word adjustment.

Concerted Approach Needed

Who promotes this idea that being well-adjusted is the same thing as conforming to the current, social norm? By failing to communicate properly, do we, the professional guidance workers? It is a serious question that cannot be ignored. It demands real effort on everyone's part to improve our communication with the public.

Through a cooperative and planned attack, we can make the concept that to adjust is to conform as ridiculous as those which declared that guidance is strictly vocational, guidance should be limited to the secondary schools, and guidance is a process of guiding and molding the lives of others.

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The real danger is that the counselor might make the student think like he, himself, does.

* * *

The main business of the adolescent is, through gentle transition, to stop being one.

* * *

If some teachers don't like some of the courses they teach (and they don't) how can their students be expected to do so?

The Dangers of Evaluative Labeling

by WILLIAM P. ANGERS

DURING the past 25 years, describing individuals in terms of personality as well as achievement has become increasingly important in schools, community agencies, and in employment.

While this "evaluative labeling" has proved most helpful in many ways, it has on the other hand too often contributed seriously to the continued maladjustment of individuals in later life. Evaluative labeling, useful as it may be in reaching quick judgments, inherently leads to error because it confines itself to a partial description of only a segment of the individual's life-style.

According to Alfred Adler, "It is not an easy task to understand a human being. . . . We must listen always for the whole" [1, p. 72]. And failure to "listen for the whole" is where the error creeps in of the evaluative labeling methods used by schools, community agencies, and employers.

"Unreliable" Label Damages

Take, for example, the case of a young man who had applied for a college scholarship for premedical studies. His academic record was excellent—especially in science. His high school principal supplied the scholarship examining board with the highest of scholastic recommendations. But the principal's

report also stated briefly and without explanation that the boy's character was "unreliable."

The principal's judgment was based on unfulfilled promises the boy had made during his Senior year. On several occasions the student had promised to buy some sheet music and instrument parts needed by the school band. The store was near his home and to all apparent purposes, the errand could be easily accomplished by him. Although he promised on different occasions to make the purchases, he never did—thus the principal's label of "unreliable."

Had the principal "listened for the whole," he would have learned that conditions in the boy's home made even his regular attendance at school extremely difficult. He spent so much energy in covering up his home situation that when it came to explaining his failure to run the promised errands, he was at a loss for words.

The evaluative labeling of "unreliable" cost the boy his scholarship and also further confirmed his mistaken life-style. Although the young man entered and worked his way through college, eventually becoming a medical student, he carried a deep resentment for the principal. He felt that the recommendation had been unjust and had made it harder for him to obtain his college degree.

At the time he sought counseling, he had become embittered and distrustful. He hated and disre-

WILLIAM P. ANGERS is a staff member and counseling psychologist at the Vocational Service Center of Greater New York.

spected authority of any kind. His personality was so warped by his experience with evaluative labeling that he found it difficult to make and keep friends because he hesitated to exchange goods for goods.

In order to help this young man to a better understanding of himself, it was necessary to remember Adler's words: "We must never treat a symptom or a single expression: we must discover the mistake made in the whole style of life, and in the actions with which it has answered the impressions received from the body and from the environment" [2, p. 47].

True, the evaluative labeling had violated the principles of viewing the whole of a person's life-style and had thus triggered a harmful set of reactions in the young man. However, before he could begin to change his life-style it was up to the young man to recognize the labeling for what it was and how he was using it as a crutch. The evaluative labeling motivated him in two ways: (1) it made him all the more determined to accomplish his career goal, and (2) he used it as an alibi to confirm an early life-style. He had learned disrespect for authority in the home because his parents were completely unable to cope with the life area of subsistence. Focusing his hatred on the principal was merely a rechanneling of an old attitude.

Certainly, since an educator's role is to prepare youth for life, the principal should have been more cautious before using a label that cost the young man his scholarship. However, it was important for the counselor to avoid the principal's mistake of merely using labels, and instead to help the young man re-examine his whole life-style.

The practice of evaluative labeling begins to affect a person's life

from the first day he enters school. For instance, the primary grade teacher is forced to describe a child's behavior in terms of satisfactory or unsatisfactory. Some teachers realize the importance of understanding why certain children choose to be disturbing in class—to merit an unsatisfactory conduct label. But more often the label is simply attached without investigation (due to lack of time or lack of interest) as to the reasons for the misbehavior.

Sometimes these labels are picked up by the next teacher and then passed on and on—despite the fact the child may have changed or despite the fact that the labeling in the first place was based on faulty judgment and/or incomplete evidence.

Alfred Adler might well be read by persons who are called upon to affix labels. The speedy hand of superficial labeling would be slowed down in the face of the wisdom of these words: "Individual Psychology must obtain a knowledge of all possible social circumstances and grievances in order to have a correct view" [3, p. 128].

A child evaluated as "a nuisance" in school may be well-behaved at home or in other social groups, which is often the case although seldom recognized by teachers.



However, when the evaluative labeling is referred to the next school or agency, "a nuisance" is the word that travels and influences the life of the individual right into adulthood.

Unfortunately, superficial evaluative labeling is a two-edged sword: (1) it can influence the person in authority to a wrong decision or to continue fostering the environment which prompted the labeling in the first place, and (2) it serves as an alibi for the labeled person to justify his mistaken life-style although he may have gone on to a new environment.

In the progression of a person's career, the next step is very often decided on the basis of evaluative reports from schools and other community organizations. An unfavorable notation—even though true at the time—in a person's record has been known to influence each stage of his life despite the fact that the person himself has changed his life-style considerably during the ensuing years.

Old Label Haunts Veteran

One veteran seeking vocational counseling told this story: After he was drafted, he applied for special training for which he was qualified. He had the necessary educational background; his grades were above average and his physical health was good. The results of an interview with a psychologist and the data supplied by a series of tests were satisfactory. It seemed as though he might be recommended for the special training. But the evaluative labeling on the reports furnished by his high school described him as "emotionally unstable and undependable."

Further questioning by the counselor revealed that the veteran had

been involved in several riotous fights during his first two years of high school. Witnesses always claimed that he had started the trouble because he was the first to strike with his fists. But what they had failed to notice were the preceding teasing remarks calculated to arouse the boy's anger.

At that time he and his family had recently moved into the town. Although his father was the new owner of one of the industrial plants, the family were considered "strangers" and "intruders." The boy was treated as an outcast by his classmates who seemed to be totally lacking in social interest. He began to feel as if he did not belong in the town. Because he had come from a different part of the country, he possessed speech idiosyncracies and other characteristics different from those acceptable in the new community. He was also ignorant of the local customs and affairs. Or, as expressed in Adlerian terms, he suffered from social inferiority which he keenly felt and gave vent to these feelings of inferiority by fighting.

After the first two years he adjusted his life-style to his surroundings and his schoolmates began to appreciate his good qualities. The family, too, was eventually received into the social community.

The school authorities, however, failed to notice the metamorphosis—at least they did not note it on his record. Nor had they investigated the underlying causes for the boy's pugnacious behavior during the first two years. On the record he remained for his whole high school career a boy with a "hasty disposition" and "emotionally undependable personality."

Several years later this evaluative labeling was still influencing his life detrimentally. He had not been

given special training in the Armed Forces, thus missing an opportunity to prepare for a civilian career for which he seemed to be well suited.

Although this case points out the importance of looking for the cause, it also exemplifies a common failing in evaluative labeling. It behooves everyone who is involved with evaluative labeling to think carefully about Erwin Wexberg's words: "Individual Psychology. . . never attempts to interpret a single isolated occurrence; we can interpret conduct and experience only in their contextual relation to the total personality" [4, p. 45].

It must certainly be emphasized that school authorities are not the only ones guilty of superficial evaluative labeling. Community organizations, former employers given as references by job applicants, and even each of us might fall into the trap of passing along outdated and often unfair information.

On the other side of the fence is the employer, school authority or agency which accepts and makes decisions on the basis of data secured from hasty evaluative labeling.

In this day of pressured living, rare indeed is the person who looks beyond the words of an unfavorable report—who "listens for the whole." And it is an unusual person who will trust his own impression of an applicant and disregard the damaging words.

Secretary Superficially Labeled

The case of a young secretary points this up. A gifted girl, she knew three languages fluently and could take dictation in one of them. She typed well, knew bookkeeping, and had a pleasant personality. After two years' experience on one job, a friend of hers recommended

her to a prospective employer for a position as private secretary to the business manager of a large export firm.

The personnel manager was impressed with her qualifications and by the recommendation she had received from the friend. He was about to offer her the job when he decided to check her previous employer. He replied that she had excellent skills and worked hard. But he also mentioned without explanation that she was undependable and not always truthful. These words superseded the personnel manager's own judgment and the good part of the report. He refused the girl the job.

If the personnel manager had questioned the girl about the unfavorable report, he would have learned the following facts: During the time of her last job, she had not come to work several times. When asked to justify her absences she either refused impolitely or lied. Her conduct, by her own admission, showed lack of respect for her employer.

A clue to the girl's problem was found in the following words of Alfred Adler: ". . . A person can be well or badly prepared for the solution of life's problems and that between the good preparation and the bad there exist many thousand variants" [5, p. 168].

Although the young woman was well prepared to meet the demands in the life-area of subsistence, she lacked social interest. During the course of counseling, it was determined that the reasons for her lack of social feeling lay in her home. Her father, whom she liked very much, had deserted the family. Her mother, who had always been a very difficult person now had developed behavior bordering on abnormality. As a result the girl had

to take care of her mother even if it meant missing work. Sometimes her mother so disturbed the household that the young secretary did not get any sleep.

She was also made intensely unhappy by her mother's bitter remarks about her father. She felt that her homelife was a disgrace which should be kept secret from everyone, and this is why she refused to explain her absences to her employer.

Very often at work, the secretary was overtired from lack of sleep and would forget to do something her employer had requested. Rather than admit to him that her homelife was interfering with her work, she told the employer he had never even made the request. He accepted her behavior at face value and ignored the possibility that there might be important factors influencing her. Just before she quit this job she moved from the unhealthy environment of her home and was freed of the personality entanglements which had been the cause of her absences from work, her secretiveness, and her lies. Though she had managed to change her life-style, and was ready to per-

form the work she was capable of doing, she was held back by prejudiced and superficial evaluative labeling.

Conclusion

Since most instances of evaluative labeling are based on a cursory examination of only a part of a person's total personality, those of us who are called upon to evaluate others must be wary of committing superficial labeling to paper. Whenever personnel data is requested of us, we should carefully choose the words of our comments, making certain that our opinions are fair and are based on sufficient information of as much of a person's total life-style as we can possibly ascertain.

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2. *Idem*.
3. Adler, A. *Social Interest; a Challenge to Mankind*. New York: Putnam, 1939.
4. Wexberg, E. *Individual Psychology*. New York: Cosmopolitan, 1929.
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THE 1959 edition of the *Occupational Outlook Handbook* will contain a write-up on School Counselors, D.O.T. 0-36.40. This will be the first edition in which this occupation is covered. Assisting the Department of Labor on this item are Douglas D. Dillenbeck, Arthur A. Hitchcock, Anna R. Meeks, Edward C. Roeber, and Frank L. Sievers.

• • •

Sixty per cent of the working women in this country are married. This figure is subject to change as soon as plans of the other 40% work out.

—*Changing Times*

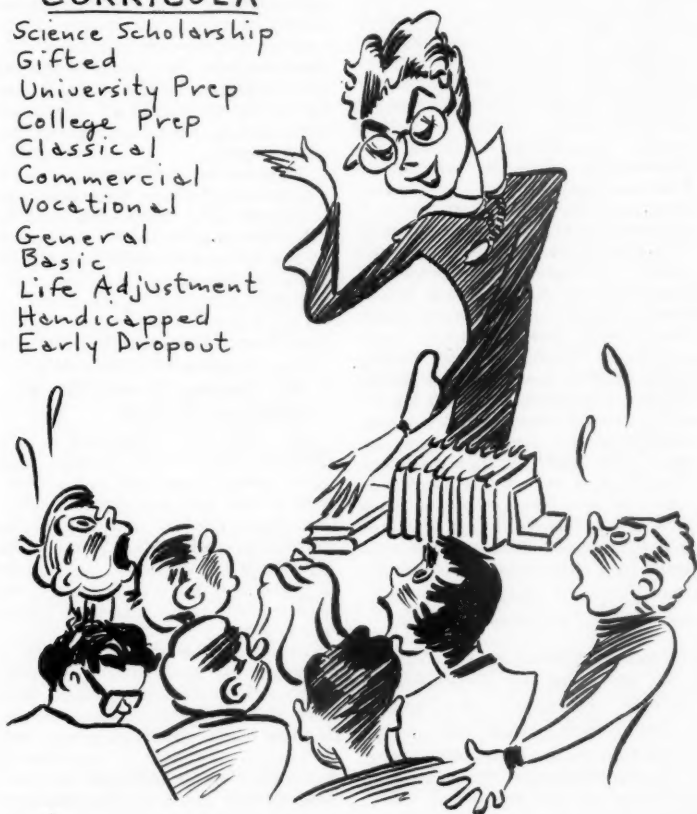
When some adults say they "like to work with children" they really are saying they "can't get along with adults."

• • •

No two people can have the same experience; applying one student's solution to another student's problem will guarantee failure.

CURRICULA

Science Scholarship
Gifted
University Prep
College Prep
Classical
Commercial
Vocational
General
Basic
Life Adjustment
Handicapped
Early Dropout



Homogeneous Grouping

by UTTER

Briefing ★ ★ ★ ★ ★ the JOURNALS

by CLARENCE W. FAILOR and EMORY JONES WESLEY

ELI E. COHEN and LILA ROSENBLUM, "Are Jobs the Answer to Delinquency?" *School and Society*, 86 (May 10, 1958), pp. 215-216.

The answer is "No" and is based on a quick look at the lack of wisdom in the oft heard suggestion that the way to solve the problem of the troublemaker in the classroom is to lower the maximum school attendance age limit and let the child go to work. The questions are asked, "Are our tests so accurate, our disciplinary systems so irreproachable, our methods for sorting children into categories so infallible that we can with certainty call a child 'uneducable'?" Experimental programs have indicated that educational systems can be much better adapted to the slow learner.

Facts of life in the labor market teach us that below normal school children released to the labor market would have the poorest chance of any segment of that market for employment, particularly during a recession. "Therefore, if we pass legislation to permit them to leave school, we must assume that they will be out of school and out of work." Thus, all the more would they have cause to become delinquent.

★ ★ ★

DANIEL M. GOODACRE III, "Pitfalls in the Use of Psychological Tests," *Personnel*, 34 (March/April, 1958), pp. 41-45.

Goodacre says, "there are no good or bad psychological tests—there are only good or bad test users." This, interpreted, means that the test user should make as sure as possible that the test he is using is valid for the pur-

pose that he uses it for, that some tests are quite good for some uses and of no value in another set of circumstances. A tester must not be misled by flamboyant advertising or by imposing looking pseudo-data in the test manual.

Ways suggested to get a test validated include the hiring of trained test technicians by the company concerned and the use of a local university's facilities, and the state employment services.

"A promising new approach" is to use situational tests rather than psychological tests. Situational tests involve observing the behavior of the examinee under a specially arranged set of circumstances.

★ ★ ★

ANN REID, "Are Special Classes for Slow Learners Worth While?" *The Clearing House*, 32 (May, 1958), pp. 553-556.

An experiment conducted in the Oklahoma City Schools indicates that such special classes are worth while. Two groups were equated as to "IQ, age, social-economic status, grade in school, sex, and reading level." The experimental group was assigned to a special class at the sixth and seventh grades levels for a minimum period of two years.

Three hypotheses were tested in a follow-up five years after the youngsters' sixth grade year. Results supported all three. Seventeen of twenty children in the special class were still in school; only eight of nineteen in the control group were still enrolled. Delinquency was less than one-third as prevalent in the experimental as in the control group. Special class pupils participated "in responsible and status-

gaining school activities" to a much greater degree than pupils of the other class.

♦ ♦ ♦

FRANK E. WELLMAN, "Guidance and the Curriculum," *School Life*, 40 (April, 1958), pp. 5-6.

A very concise and cogent presentation of the inescapable interrelationships of guidance services and curricular offerings in the modern school. Guidance services alone, teachers alone, or a vast variety of curricular offerings alone will not meet the needs of individuals or the nation. "Effective guidance services are dependent on and related to adequate curricular offerings; and, if the most effective results are to be attained, guidance personnel should have a part in determining what the curricular offerings should be. This means that the school's counselors, classroom teachers, and administrators must work as a team if our goal of optimal development for every person is to be achieved."

Guidance can (1) assist students in understanding their capabilities, (2) stimulate students to work to capacity, (3) help students overcome adjustment problems, and (4) provide an analysis of the needs of groups and individual students as bases for a sound approach to curricular improvement.

♦ ♦ ♦

GARNET OWEN, "Does Counseling Mean Coddling?" *The Educational Forum*, 22 (March, 1958), pp. 359-362.

"It is the thesis of this article that much that passes for counseling in higher education today is not merely an unnecessary waste of faculty time, but is also decidedly negative in its results."

"The disparity between an actual counseling situation and the academic jargon that parades as 'educational guidance theory' is vast. The student must be 'growth-oriented,' he has to be

'well-adjusted peerwise,' it is desirable to 'motivate' him to study, but without giving him 'blocks.' The interview... must be 'non-directive'... and the counselor must not superimpose his own advice or values on the advised."

This apparent attack on counseling practices is in reality an indictment of our present high school preparation and college admission requirements. Owen says that colleges have to take the academic material that the high schools give them—but not all of it! The real answer to the problem of academic standards in our colleges and the resultant problems of counseling lies in becoming increasingly selective in admission practices.

"We are told that counseling is necessary to bridge the gap between high school and college. The main reason for the gap is that most young people have never had any serious intellectual training in secondary school, and are plainly unprepared for it on the college or university level. It is necessary to 'counsel' in Freshman English, to have remedial classes in composition, grammar, and mathematics, and to repeat work that should have been, but was not, covered and learned in high school. In a more responsible educational system, there would be no gap to be bridged, nor would students have to be 'motivated' to study if their previous academic experience had already taught them the necessity and the value of study."
—Rolland Ball

♦ ♦ ♦

GUY WAGNER and MARSHALL SANBORN, "What Schools Are Doing in Developing Guidance Programs," *Education* 78, (February, 1958), pp. 367-370.

"The present field of occupational choices is so diversified and jobs are of such a highly specialized nature that long-range vocational planning of young people can no longer be left to chance." Inasmuch as individuals are being guided daily, often without benefit of wise counseling, we can readily see the importance of an organized guidance program.

One of the imperative needs in the present world crisis is that students are aided in selecting vocational fields where they can be of greatest service to society while obtaining deep personal satisfactions from their work. Another major role of guidance and counseling is to help individuals develop the ability to make wise decisions. If this end in guidance work is accomplished, the individual's need for counseling from others is reduced as he matures.

This article includes reviews of guidance programs in the following schools: Euclid Public Schools, Euclid, Ohio; secondary schools in the state of Oregon; guidance in the Virginia School System; vocational guidance in the St. Paul Schools; Chicago's twelve-year guidance program; and the Los Angeles City School's vocational guidance program.—Rolland Ball

♦ ♦ ♦

ARTHUR S. ADAMS, "How Shall One Find His Way?" *The Educational Record*, 39 (April, 1958), pp. 104-109.

The problems of the articulation of the different segments of our educational system, particularly the schools and colleges, must be studied further in the twofold light of the needs of our country and the fullest development of the individual.

Five of the problems faced are: How can counseling and guidance techniques be improved so as to assist in the transition from secondary school to college in a manner most likely to result in the maximum development of the individual? How can we facilitate desirable transfers from one type of higher institution to another with minimum loss of time and effort? How can cohesive academic administration be best achieved in large institutions to help assure productive graduate and professional study? How can cooperation among institutions be better achieved so that the student may have the advantages of the resources of more than one institution? How can

we coordinate our educational system with those of foreign countries so as to make interchanges most rewarding?

"We know that in the days ahead our educational resources in higher education are going to be strained to the limit. Every effort we make to increase those resources merits our full support. As we provide for the future and its unprecedented demands, I am sure we all recognize that the character and the quality of the product is the ultimate justification for all that we do. We seek to make it possible for each one to find his way."

♦ ♦ ♦

DELBERT C. MILLER, "Industry and Community Power, Structure," *American Sociological Review*, 1 (February, 1958).

This paper describes characteristics of decision makers in an American city and in an English city. Key influential persons were business people in the proportion of 67 per cent in American city, and 25 per cent in English city.

Conclusions show that U. S. and England differ in influence exerted in communities by business. English attach high prestige value to law, medicine, and university personnel. Business draws its leadership from university people where the liberal tradition prevails. The English say that business is very interesting, BUT, it does not occupy the whole man.—Paul E. Lappala

♦ ♦ ♦

WALTER NARDELLI, "Guidance in the Two-Year College: A Neglected Area," *Junior College Journal*, 28 (March, 1958), pp. 380-382.

Many of the graduates of the secondary schools need counseling because of the influence of a vicious emphasis upon scholastic achievement. Many of these students are normal in all obvious respect. The nature of their emotional immaturity is revealed very slowly by their adjustment to their new environment.

Burdett College (Boston) has added a new course this year called "Human Relations in Business." The purpose of the course is to instill in the students the need for knowledge in manners, dress, hygiene, aesthetic values as revealed in fine arts, human psychology, attitudes toward play and work. It is hoped the students will realize that the business world wants a man not for his skills alone, but for what he is mentally, physically, and emotionally.—Setijadi

★ ★ ★

WILBERT E. SCHEER, "Are We Helping Our Students Face Reality?", *Business Education World*, 38 (March, 1958), pp. 24 & 28.

Students today need vocational education in order to provide a livelihood for themselves and their families. They do not know where to go for help in finding jobs, and few of them have given much thought to what they want to do or be in the future.

Many of today's students were found to possess misconceptions about the world of work. They want jobs which require experience, they are impatient with normal promotions, they want the "faddish" job with lots of glamour.

More vocational guidance can be done by the business teachers as well as the counselors in the school.—J. G. Hause

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VIONA E. LONG, "Guidance and the Classroom Teacher," *The Clearing House*, 32 (March, 1958), pp. 419-421.

Many opportunities for guidance become evident in the classroom in which there is an astute teacher. Almost all teachers can recognize vocational and avocational guidance, but other less easily categorized opportunities often slip by the less alert teachers.

Home-room guidance can begin with a study of group behavior and learning how to respect the rights of others. Many possibilities for guidance are pointed out in this article.

Ways of utilizing the problems for student benefit are discussed.—J. G. Hause

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JOE PRZYCHODZIN, "Discipline," *The Clearing House*, 32 (March, 1958), pp. 411-414.

Weakness in discipline accounts for twenty-five per cent of all teacher failures. The positive phase of discipline is fundamentally a program of character building—self-reliance, self-control, initiative, and independence of action. Today we place less emphasis on punishment and more on guidance.

There are several principles which aid good discipline: "(1) Inform pupils what is expected of them. (2) Be firm and consistent in dealing with pupils. (3) Be courteous and fair in dealing with pupils. (4) Avoid using threats. (5) Praise pupils when they deserve it. (6) Be active, not passive, when trouble is developing. (7) Put yourself in the pupil's place."—J. G. Hause

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MARION K. SAUNDERS, "Country Doctors Catch Up," *Harpers Magazine*, 216 (April, 1958), pp. 40-45.

The advent of team medicine projects a vision of a different type of life for the physician in an age of specialization.

Insights into the problems of practice in rural areas and the medical needs of people in these areas are a valuable contribution of this article.

"Today's medical school graduates are a new breed. Three-quarters of them are specializing, and after long residencies, they head like homing pigeons toward full-time hospital teaching or residence posts."

"Quoting from a young specialist who had had a broad choice of opportunities and had chosen to join a rural medical group with definitely limited income possibilities, '... I'm learning every day from top-flight men and practicing what I consider

first-rate medicine, I'm bringing up my family on sod instead of asphalt, I earn all I need, and I don't have to talk money with my patient to do it."

Worthwhile reading for the glimpse it gives of the segment of the medical profession with which it deals.—Paul E. Lappala



BARRON B. SCARBOROUGH and JOHN C. WRIGHT, "The Assessment of an Educational Guidance Clinic," *Journal of Counseling Psychology*, 4 (Winter, 1957), pp. 283-286.

The purpose of this study was to obtain objective data on the value of a series of Educational Guidance Clinics held at De Pauw University. Studies were made of 188 students who attended pre-registration guidance clinics during the summer prior to enrollment at De Pauw. These students had individual and group contacts with four groups of counselors. A common decision regarding educational and vocational plans was arrived at as a result of the E.G.C.

A control sample of 188 students who did not attend the clinic was equated by sex, year of enrollment, A.E.C., and results on Cooperative General Achievement Tests of Reading, English, Social Studies, Natural Science, and Mathematics.

Although parents, students, and staff members are enthusiastic about the four day clinics, "When adjustments were made for differences in aptitude and previous achievement, participation in the E.G.C. of the type conducted at De Pauw did not seem to be a differentiating factor in first semester grade point average, four year grade point averages, or completion of the four year program."

"A number of possible mitigating factors existed. Nothing was known of the E. G. C. participants who did not enroll at De Pauw University. It was quite possible that confirmation of plans or suggested changes of plans had borne fruit."—Rolland Ball

ARTHUR C. CLARKE, "Standing Room Only," *Harpers Magazine*, 216 (April, 1958), pp. 54-57.

In an age when basic values and concepts are being examined and re-examined, it should be the part of every counselor's day to day routine to become conscious of what this questioning means to him and his counselees. This article is an aid in this process.

"We have been living for the last 2 or 3 hundred years in a completely abnormal period of history where everything has been happening at once and all the patterns of culture and technology have been changing out of recognition."

One of the main problems of future generations will be the stabilization of population. Such a prospect casts long shadows on our present value system.

Food for thought for the counselor who enjoys looking beyond the daily routine to gain current contexts for his work.—Paul E. Lappala

and these, also . . .

Long, Viona E., "Guidance and the Classroom Teacher," *The Clearing House* (March 1958) pp. 419-421

. . . Bomberg, John, "Improving Federal Classification and Pay Systems," *Personnel Administration*

(March-April 1958) pp. 11-17 . . . Richardson, Sybil, "Techniques of

Studying Children," *California Journal of Elementary Education* (April 1958) pp. 230-54 . . . Bowles, Frank,

"The Hysteria Over Getting Into College," *Columbia University Forum* (Spring 1958) pp. 42-45 . . .

Jacobs, J. Smith, et. al. "Symposium: Problems of Current School-Leaving Age Requirements," *California Journal of Secondary Education* (February 1958) pp. 93-128 . . . Page,

Thomas, "Studies of National Manpower Problems," *Personnel Administration* (May-June 1958) pp. 15-19,

also in the same publication, Dunnette and Kirchner, "Validation of Psychological Tests in Industry," pp. 20-27.

Meet NVGA Trustee

HAROLD F. COTTINGHAM

HAROLD F. COTTINGHAM, Professor of Education and Director of Guidance Training at Florida State University, was appointed a Trustee of NVGA in the spring of 1958 to fill the unexpired term of William A. Mann who resigned. He has been a member of NVGA since 1938.

Dr. Cottingham came from the Midwest but migrated to Florida in 1948. His education was obtained at Eastern Illinois State College, the University of Iowa, and Indiana University, the latter institution conferring the doctorate in 1947.



Trustee
Cottingham

Much of his experience has been in public schools in Illinois where he taught at Paris and Hinsdale. Guidance administration experience was obtained in Moline, Illinois, where he served as Director of Guidance and Research during the period 1945-1948.

In the field of higher education he has worked at the junior college as well as the graduate level. After teaching at Indiana University for the Navy, he held the position of Director of Guidance and instructor in psychology at William Woods College in Fulton, Missouri.

He has taught summer or evening courses at a number of institutions, including Arkansas State College,

Augustant College (Rock Island, Ill.), New York University, Colorado State College of Education, University of Iowa, Boston University, Northwestern Louisiana College, and the University of Southern California.

In his position at Florida State University Mr. Cottingham is responsible for the development of a graduate program for the training of guidance and personnel workers at various levels. His work includes the teaching of courses in the area and participating in school conferences, evaluations, workshops, and other field activities. He is also editor of the *Guidance Bulletin*, issued three times a year by the School of Education of Florida State University.

Dr. Cottingham is the author of the recent book, *Guidance in Elementary Schools*, which was based on research in guidance practices throughout the nation. He has also contributed articles to a number of journals including *Education*, *Personnel and Guidance Journal*, *Grade Teacher*, *Review of Educational Research*, and *National Business Quarterly*. He has completed a tentative edition of a publication entitled *Junior High School Guidance Manual*.

In the field of professional activity, Mr. Cottingham has been active in the Florida Association of Deans and Counselors, serving as president for two terms, 1954-1956. In NVGA he has been a member of the Nominations Committee, and has just completed a term as a member of the Editorial Board of

the *Vocational Guidance Quarterly*. As a member of NAGSCT and ACPA, he has served on convention committees, as well as on other assignments. In APGA he is a member of the Research Awards

Committee. Other organizations with which he is affiliated are Phi Delta Kappa, Florida Education Association, and the American Psychological Association (Division of Counseling Psychology).

Proposed Changes in the

NVGA Constitution

Current Constitution

Proposed Change

ARTICLE IV

Branches

Section 1

A group of actively interested persons with prospect of success as a Branch, may organize and be chartered as a Branch of the National Vocational Guidance Association by vote of the Board of Trustees and ratification of the Delegate Assembly as indicated in the By-Laws. A Branch of the National Vocational Guidance Association may be a division of a branch of the American Personnel and Guidance Association.

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ARTICLE V

Sections and Committees

Section 1

Sections shall consist of stabilized interest and shall represent functions of areas of interest needing special emphasis or attention. New Sections authorized by the Board of Trustees shall be approved by the Delegate Assembly.

Section 1

Sections shall consist of stabilized interest groups and shall represent functions or areas of interest needing special emphasis or attention. Sections shall be authorized by the Board of Trustees subject to approval by the Delegate Assembly. This approval shall be for a period of three years. At the end of the three-year period the work of the section will be reviewed by the Board of Trustees and the continuance or dissolution of the section recommended to the Delegate Assembly for action.

ARTICLE VI
Officers and Trustees

Section 2

Officers of the Association shall be elected annually and shall hold office for one year or until their successors are chosen.

Section 5

Officers and Trustees shall not succeed themselves in office for more than two consecutive terms.

Section 2

- A. The President-Elect and the Secretary shall be elected annually and shall hold office for one year or until their successors are chosen.
- B. The President-Elect shall succeed to the presidency for a one year term.
- C. Effective May 1, 1959, the Treasurer shall be appointed by the Board of Trustees to serve for a period of two years.

Section 5

The President shall be permanently ineligible to serve again as President-Elect or President. The Secretary, Treasurer, and Trustees may not serve in their respective office more than two consecutive terms. Any former Secretary, Treasurer, or Trustee shall be eligible for reelection to his former position after a one-term lapse in the continuity of his service.

ARTICLE VIII
Delegate Assembly

Section 2

The Delegate Assembly shall meet at least once each two years and shall transact business as specified in the By-Laws, except in case of an emergency, provision for which shall be made as specified in the By-Laws.

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The Delegate Assembly shall meet at least once every convention and shall transact business as specified in the By-Laws, except in case of an emergency, provision for which shall be made as specified in the By-Laws.

• • •

People who take pains never to do any more than they get paid for, never get paid for any more than they do.

—ELBERT HUBBARD

• • •

Middle Age—That period of life when you begin to feel on Saturday night the way you used to feel on Monday morning.

—*Changing Times*

"Lifting Educational Values Committee" Arranges

WORKSHOP FOR NEGRO YOUTH

by ROBERT J. FISHER

ON A COLD Saturday during Thanksgiving vacation, 150 students attended a Vocational Guidance Workshop at the Perry School in Ypsilanti.

Most of these youths were Negro students, attending the local public high school and the campus laboratory school of Eastern Michigan College, but ten of the participants were white.

The purposes of the workshop as stated by the planning committee were three: (1) to discuss the problems of youth, (2) to emphasize the value of education and training, and (3) to offer information about vocational requirements and opportunities.

Parents Initiate Project

Leadership for planning and organizing the program came from two groups of local Negro women. These groups combined to form the Lifting Educational Values Committee. The members stated that they "felt the need to help our youngsters to be better students."

The name of this committee is in a way symbolic, for there has been developing an increasing self-awareness among minority groups that a significant contribution toward the improvement of living standards will come about only through the leadership from within the Negro community itself. By lifting educational values, they are giving recognition to the need for

Negro youth to continue their high school education, attend college where ability indicates potential success, and take advantage of training opportunities in local industry and government.

These were modest objectives within a theme thoroughly acceptable to the total community. It illustrates the traditional American faith in education and coincides with the well-accepted American creed.

The workshop was preceded by a meeting for parents which had disappointed the committee. Despite a well-planned meeting and a panel of effective speakers secured for the program, the turn-out for the meeting was disappointing. Actually, the people who came included only those who planned the meeting, a few interested community leaders, and those parents whose children had already given evidence of satisfactory adjustment and success in school.

Students, Teachers Plan

Instead of holding a follow-up meeting for the parents, the planning committee decided to work directly with the young people themselves. They asked two representatives from each high school year to help plan the program with them. Publicity for the workshop was carried out with the support of the high school principals. The presidents of the local Education Association and the American Federation of Teachers sent a joint letter to all the teachers asking for further cooperation.

ROBERT J. FISHER is Associate Professor, Department of Education, Eastern Michigan College, Ypsilanti, Michigan.

Workshop Program Set

In its final form the vocational workshop program consisted of:

Morning

- Total group meeting
- Small discussion groups

Lunch

Afternoon

- Film
- Group singing
- Panel discussion
- Interest groups

Evening

- Record hop

In the above program there were several different types of participation involving many community leaders. Subsequent evaluation determined that the program was somewhat too ambitious and might have terminated at an earlier hour in the afternoon. But the student participants showed a high level of interest throughout the day.

As students entered the Perry School on Saturday morning, they were supplied with a work kit, flowers, and gifts donated by a number of local stores. The opening session was begun by an invocation offered by a pastor of one of the churches, followed by the presentation of the flag which was led by a Boy Scout troop. After some group singing, the co-chairman stated the purposes and plans for the day. The participants then were divided into small discussion groups. Discussion leaders included three high school teachers, two elementary principals, the emeritus Registrar of the University of Michigan, the Community Center director, and the youth director of the American Legion. The members of the Lifting Educational

Values committee served as recorders, along with a Girl Scout director and a librarian at Eastern Michigan College.

The four topics which each discussion group considered had to do with participation at the local high schools. They were: (1) scholarship, (2) conduct, (3) the working student, and (4) extra-class activities.

Students returned from their discussion groups to a lunch supplied and prepared by the sponsoring committee. An informal session of dancing to records occupied the group until the afternoon session.

The afternoon began with a film entitled "Benefits of Looking Ahead." This was followed by group singing and a panel discussion. The panel included a high school teacher, the Dean of Students at Eastern Michigan College, a member of the Michigan Employment Commission, and a representative from the armed forces. Panel members discussed such matters as opportunities for high school graduates, plans for on-the-job training, college opportunities, and educational possibilities in the armed forces.

Students then joined various interest groups in which they could ask questions of specialists in many fields. A local doctor, dentist, nurse, and pharmacist acted as resource persons for the group discussing a career in health. A career in government service had representatives from the armed forces, the police department, the internal revenue office, welfare work, and public housing. Representatives from Ford Motor Company and General Motors offered information for the group discussing a career in industry. The career in recreation was led by leaders from the Boy Scouts, Girl Scouts, Boys' Club,

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Negro youth to continue their high school education, attend college where ability indicates potential success, and take advantage of training opportunities in local industry and government.

These were modest objectives within a theme thoroughly acceptable to the total community. It illustrates the traditional American faith in education and coincides with the well-accepted American creed.

The workshop was preceded by a meeting for parents which had disappointed the committee. Despite a well-planned meeting and a panel of effective speakers secured for the program, the turn-out for the meeting was disappointing. Actually, the people who came included only those who planned the meeting, a few interested community leaders, and those parents whose children had already given evidence of satisfactory adjustment and success in school.

Students, Teachers Plan

Instead of holding a follow-up meeting for the parents, the planning committee decided to work directly with the young people themselves. They asked two representatives from each high school year to help plan the program with them. Publicity for the workshop was carried out with the support of the high school principals. The presidents of the local Education Association and the American Federation of Teachers sent a joint letter to all the teachers asking for further cooperation.

ROBERT J. FISHER is Associate Professor, Department of Education, Eastern Michigan College, Ypsilanti, Michigan.

Workshop Program Set

In its final form the vocational workshop program consisted of:

Morning

- Total group meeting
- Small discussion groups

Lunch

Afternoon

- Film
- Group singing
- Panel discussion
- Interest groups

Evening

- Record hop

In the above program there were several different types of participation involving many community leaders. Subsequent evaluation determined that the program was somewhat too ambitious and might have terminated at an earlier hour in the afternoon. But the student participants showed a high level of interest throughout the day.

As students entered the Perry School on Saturday morning, they were supplied with a work kit, flowers, and gifts donated by a number of local stores. The opening session was begun by an invocation offered by a pastor of one of the churches, followed by the presentation of the flag which was led by a Boy Scout troop. After some group singing, the co-chairman stated the purposes and plans for the day. The participants then were divided into small discussion groups. Discussion leaders included three high school teachers, two elementary principals, the emeritus Registrar of the University of Michigan, the Community Center director, and the youth director of the American Legion. The members of the Lifting Educational

Values committee served as recorders, along with a Girl Scout director and a librarian at Eastern Michigan College.

The four topics which each discussion group considered had to do with participation at the local high schools. They were: (1) scholarship, (2) conduct, (3) the working student, and (4) extra-class activities.

Students returned from their discussion groups to a lunch supplied and prepared by the sponsoring committee. An informal session of dancing to records occupied the group until the afternoon session.

The afternoon began with a film entitled "Benefits of Looking Ahead." This was followed by group singing and a panel discussion. The panel included a high school teacher, the Dean of Students at Eastern Michigan College, a member of the Michigan Employment Commission, and a representative from the armed forces. Panel members discussed such matters as opportunities for high school graduates, plans for on-the-job training, college opportunities, and educational possibilities in the armed forces.

Students then joined various interest groups in which they could ask questions of specialists in many fields. A local doctor, dentist, nurse, and pharmacist acted as resource persons for the group discussing a career in health. A career in government service had representatives from the armed forces, the police department, the internal revenue office, welfare work, and public housing. Representatives from Ford Motor Company and General Motors offered information for the group discussing a career in industry. The career in recreation was led by leaders from the Boy Scouts, Girl Scouts, Boys' Club,

and City Recreation Department. A career in business included insurance, grocery, real estate, secretarial work, and personnel services. Teachers and principals discussed a career in education, while a final group entitled "Careers Unlimited" included mortuary science, physics, and electronics.

The program ended in the late afternoon. Before leaving, students were given tickets of admission to the Workshop Hop, which took place in the evening at the school. Students went home for dinner and returned dressed appropriately for the evening dance.

Student Reactions Sought

Evaluations showed that one of the most important parts of the program was the morning discussion groups. Characteristically, the students tended to criticize themselves, rather than fix blame upon other people.

For example, some extra-class activities in high school have very few, if any, Negro students. No kind of discrimination is tolerated at the high schools, but Negro students say they are reluctant to join some activities, especially if no other Negro students are members. They fear that the sponsors and other students might not accept them. They realize that the opportunity is there; indeed, in some activities, teachers go out of their way to encourage them to join. In effect, the participants in the groups

blamed themselves for not taking advantage of the opportunities. But it is evident that they would welcome more the kinds of responses which would help in feeling thoroughly acceptable.

The high school students frequently expressed disappointment that they were not given as much individual attention and consideration as they had received in the elementary school. The participants felt that they would like a great deal more individual help with academic problems. They appreciated teachers who made some special efforts to be friendly and helpful.

A large number of the students work part-time while going to school. The consensus was that, although this interfered with school work, the need for money made such outside work imperative. Few students held jobs merely to earn spending money for recreational purposes, but rather worked for either partial or full self-support.

Further Help Requested

In addition to the desire for another workshop next year, one significant request of the students was for some direct help with their school work.

Professional educators may want to ask themselves some serious questions when Negro high school students indicate that they need to ask help from people outside of the public schools in connection with their academic work.

• • •

School records are sadly lacking in factors that students consider significant in their lives.

• • •

Gaining the confidence and respect of children is not an automatic process; this privileged status must be earned by parents, teachers, and others.

A New Dichotomy in Rehabilitation

by GERALD KISSIN

OUR society and government are expending great sums, thought, and efforts toward making available the productivity of those who, through illness or accident, have been removed from the labor market. Rehabilitation makes sense in restoration of the individual's value to himself and his society.

Why should we, as school and agency counselors or personnel men, be concerned with problems of rehabilitation? Rehabilitation of the "disabled" is of concern to all counselors since the problems posed and the basic thinking are intrinsic to all guidance services.

All individuals can be considered handicapped in some respect, differing only quantitatively from those we consider "disabled." In addition, at this time of national stress and technological competition, the question of the most effective use of available productive man power is of prime consequence. Therefore, consideration of "disability," and a realistic and more effective modus-operandi would appear to be of great importance.

The aim of vocational counseling is to enable the counselee to attain the level of functioning of which

he is capable. Unless there is a situation within which he can attain this functioning all that went before is meaningless. No matter how good a vocational plan is evolved, nothing has been accomplished unless it can be implemented.

It is, therefore, recognized that a factor other than those of the counselor and counselee is involved. What purpose would the formulation of an educational program serve, if even though consistent with the desires and abilities of the individual, no school would accept him? Or a vocational plan, if no one were willing to hire him?

The importance of public acceptance has long been recognized in the area of rehabilitation and part of the counselor's function has been to help educate the community and gain their acceptance for individuals on the basis of their ability rather than in terms of their disability.

This campaign has been successful, up to a point! In spite of its sound psychological and other formulations, a prime element has been largely overlooked. Even counselors are wont to automatically think of orthopedic disabilities when one mentions "the handicapped." This serves to obscure the real nature of the handicap and

GERALD KISSIN is Psychiatric Employment Specialist, New York State Department of Mental Hygiene, Brooklyn, New York.

causes it to be confused with the disability itself, rather than the limitations imposed by such disability; whether in actual restriction of action or the conception of such restriction on the part of the potential employer.

We can all recognize that disability *per se* and vocational disability are not synonymous but we continue to see the individual in terms of what he can *still* do and wonder why we encounter difficulties in gaining acceptance for him. There is a group of disabilities, such as the cardiac, tubercular, and mentally ill, whose members comprise an increasingly large percentage of the handicapped, for whom this concept makes it even harder to gain acceptance. "He doesn't look disabled (orthopedically)" puts these individuals in a position of first proving their disability and then undertaking the practically impossible task of mitigating it, so as to be considered in terms of proving their ability. How many of us could cope with the problem of proving that we "cannot" in order to be able to get a hearing to prove that we "can?"

A reexamination of our basic thinking about disability and vocational handicap would then appear to be in order. Our dichotomy of "physically handicapped" and "otherwise handicapped" which is now in use, and as reflected by such things as the "President's Committee on the Employment of the *Physically Handicapped*" could, and should be changed.

It is well known that a differentiation of the physically and emotionally disabled, for example, is a nullity, as a large part of the vocational disability of even someone who is orthopedically disabled is his emotional translation of this disabili-

ty. A consultant psychiatrist to one of the rehabilitation agencies in New York City, when talking of a post-psychotic client, said: "He presents less of an emotional problem than a number of clients who were referred purely on the basis of other disabilities."

A large part of the problem involved in the reintroduction of an individual to society and the labor market (regardless of the disability) is the degree of institutionalization or effect of removal from society, where this has occurred. In these cases, this effect may be even more of the problem than the limitations imposed by the disability itself.

Therefore, would it not make sense to think of the group of disabilities as being more meaningfully broken down into the "visibly" and the "invisibly" handicapped and, in these terms, enable us to deal with the problems of acceptance more effectively.

There are differences between the limitations imposed upon an amputee and those imposed upon a tubercular, but in talking to the prospective employer, his reactions are primarily in terms of his concepts of the handicap. A limp, as a mark of restriction of mobility, would be less likely to arouse the employers' fear and anxiety than the idea (with no sign) of what even recently was thought of as "consumption" or the White Plague. There may be a great deal of concomitant emotional involvement and defense systems arising from change in body image as a result of the illness and accident, but the reaction is in terms of the former concepts rather than these factors.

With all of our findings and refinements in personnel selection, it is still on the basis of a decision as

to whether the applicant will fill the employer's needs. This remains a rather superficial process, based to a large extent, on the fact that the applicant's presentation of himself appears to indicate that he can fill such need. This has been expressed in terms of conformity. How closely does this individual come to the ideal worker as pictured by the employer? Dealing with the disabled, we come head-on against this concept—because we are dealing primarily with a non-conforming group, and our task is not to try to destroy the concept, but rather to focus on the essential elements and realistic conformity in terms of productivity.

Recognizing the fact that society generally reacts in terms of stereotypes of the various disability categories and, that the reaction to the handicap that is visible is different both qualitatively and quantitatively to those that are invisible, it becomes incumbent upon us to consider and operate in accord with these differences.

A visible handicap is, to a lesser extent, considered in terms of these stereotypes as there is an evident basis for comparison with the

"ideal" and judgment can be made in terms of how much conformity is felt to be required.

With the invisible disabilities, however, those with no outward evidence, the judgment is entirely in terms of the stereotype, *e.g.*, all psychotics are violent; tuberculars can only work outdoors, etc. Expectation levels also differ for the two groups since society will accept that a paraplegic and a wheelchair cannot run a race, but might well be able to function more than adequately in sedentary employment, however, they might not be able to see why a cardiac cannot do any kind of work, or be unable to see how he can work at all.

Since it is the objective of the counselor to help make available to society the productivity of the individual, and since the problems in doing so differ so greatly in terms of these two kinds of disabilities; *i.e.*, visible and invisible, consideration in terms of this dichotomy would appear to be indicated. This would provide the premise upon which a realistic and effective system for gaining societal acceptance could be built.

Job Guide for Young Workers

The 1958-59 edition of the *Job Guide for Young Workers*, prepared by the Bureau of Employment Security, U. S. Department of Labor, in cooperation with State Employment Security Agencies is now ready for guidance workers and young people about to enter the labor market.

This 66-page publication contains descriptions of more than 100 entry occupations frequently held by young people after completion of high school. For each occupation, information is provided on the duties and characteristics of the job, qualifications required, employment prospects, advancement opportunities, and methods of entry.

It is available from the U. S. Government Printing Office, Washington 25, D. C., at 40¢ per copy with a discount of 25 per cent for orders of 100 or more mailed to the same address.

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ENGINEERS—ON CALL

by HERMAN A. ESTRIN

SHOULD I enter the profession of engineering? If so, what field of engineering should I choose? What courses must I study in high school and college? What are the opportunities in engineering? What is a typical day's work in the life of a civil engineer?—electrical engineer?—chemical engineer?

These are the kinds of questions which high school students ask their guidance counselors, instructors, and parents. To give first-hand, accurate information concerning the many facets of the engineering profession, the New Jersey Engineers' Committee for Student Guidance offers its service to student and student-guidance groups.¹

Information, Not Recruitment

To offer, on invitation, reliable information about the engineering profession to high school students, their parents, and their educators is the prime purpose of the committee. Authorities in guidance have

learned that in choosing a career, many students do not have all the facts pertinent to their selection.

The program is not intended to recruit high school students for the engineering profession. Its aim is to indicate that while certain students are equipped to enter the engineering profession and should be encouraged to do so, others are not endowed with talents for engineering. They should select fields suitable to their abilities, interests, and talents.

Because the student who wants an engineering education must prepare himself during high school to be able to enter an engineering college, the students of the eighth and ninth grades can be especially aided by informational services. In this way both the junior and the senior high school student will be better able to decide whether to enter the field of engineering and will have ample time to acquire the prerequisites for an engineering curriculum.

Increased knowledge of the engineering profession is needed by many parents and educators. It is hoped that the Parent-Teachers groups will benefit by this program.

The Format, Topics

A panel of speakers or an individual speaker from the participating engineering societies is provided, upon request, to discuss the engineering profession and to answer questions about it. Programs have been specially planned for both senior and junior high school guidance classes, science clubs, Parent-Teachers' group, and educa-

HERMAN A. ESTRIN is Professor at the Newark College of Engineering, Newark, New Jersey.

¹ Sponsored by the Engineers' Council for Professional Development, the Committee endeavors to help those who wish to consider engineering as a life's profession. A local organization of participating engineers was formed through the cooperative efforts of the American Institute of Chemical Engineers, the American Society of Civil Engineers, the American Institute of Electrical Engineers, the American Society of Mechanical Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society for metals, and the Society of Women Engineers.

tional and counseling-groups. Participating speakers may include both men and women.

The topics usually covered include these six important questions: (1) What is engineering? (2) What must an engineer know? (3) What are the fields of engineering? (4) What are the opportunities and rewards? (5) How is an engineer prepared and educated for his profession? and (6) How are a prospective engineer's aptitudes evaluated? Differences between the engineer and the scientist and between the engineer and the technician are also stressed.

Student Team Programs

A team of two to four senior engineering students, representing different engineering curricula, can present a career program to an assembly of students or a science club. Such a program may be a panel, a series of talks, or a demonstration or series of demonstrations, and may include a film.

Panel. After a general introduction, a panel of three or four members can discuss why each student panelist is pursuing a specific branch of engineering, what he is learning, what is expected of him as an engineering student, and what he expects to do upon graduation. This approach often emphasizes items skimmed by graduate engineers, but considered important by high school students. It also makes clearer the actual work required of the engineering student. A general question-and-answer period of informal talks with specially interested students may follow the panel. An hour or more should be allotted for this program.

Series of Talks. Similar to the panel, this program dwells on individual statements of "Why I Chose Engineering" and "What My Branch of Engineering Covers." Three or four speakers can be selected for

this program. Question-and-answer periods or informal talks may follow; timing would be the same as for a panel.

Demonstration(s). By a demonstration illustrating general engineering and some of the branches of engineering or by a series of such demonstrations, the student will attempt to show what engineering education entails. Both the theoretical and the practical side of engineering study can be shown. Again a question-and-answer period may follow; and an hour or more should be allotted for the program.

Film. A film may be requested to be coupled with a panel, a series of talks, or one or two speakers. Films cover general engineering, the fusion of branches of engineering to accomplish a single project, or engineering education.

Programs by Engineers

An ideal panel is composed of five members—a lead speaker and a representative from each branch of engineering—and can furnish a complete, authoritative survey of each field. The lead speaker discusses a definition of engineering and the personal requirements, education, and duties of the engineer. Each panel member can present a three- or four-minute talk describing the particular branch of engineering which he represents.

After the presentation, the meeting may follow one of these plans: (1) a general question-and-answer period with all students attending, (2) a general question-and-answer period with only those who are interested attending, (3) individual meetings with the panel members for all those who are interested. Students are invited to make specific inquiries and to discuss individual problems under each plan.

If the attendance will be less than 50, one or two speakers may survey the engineering fields and

answer questions. For adequate coverage of the subject the speaker should allow an hour. If desired, films can be presented. This program is particularly suitable for smaller and adult groups.

Time, Attendance, and Place

Forty to 60 minutes should be allotted for the panel, and a minimum of a half hour should be sufficient time for the informal discussions. The meetings should have a minimum attendance of 50, should be held at the school or at the meeting place of the group to be addressed, and should take place on any normal day or evening hours during the week.

Through the above activities it is hoped that the New Jersey Engineer's Committee for Student Guidance can accomplish these things:

- Offer to the high school student pertinent, accurate information

concerning the various fields of engineering.

- Stimulate the student to select those courses which will enable him to enter an engineering college.
- Introduce to the student a practicing engineer who knows the many ramifications of the profession.
- Disseminate appropriate literature in the various fields of engineering.
- Give the high school student a pre-orientation to an engineering curriculum.
- Encourage the high school student to achieve success in his subjects.
- Pool the resources of many professional engineering societies.
- Serve as a reservoir of engineering information for high school counselors.

The **OLD COUNSELOSOPHER**

says:



Like adults, young people have the right to be wrong occasionally.

• • •

Sophisticated counselors beware: the surface reason for seeking counseling help may be the real one.

• • •

The main task of the initial year in college is simply to survive.

• • •

It is not so much what good counseling does for a youngster as what it releases him to do for himself.

• • •

A young person who never gets into trouble may be in real trouble.

Young people who are hard to like usually need liking the most.

* * *

The present adjustment of a person—no matter how bad—is the very best he has been able to accomplish to date, conditions being what they were.

* * *

Counseling should be a maturing as well as a decision-making experience.

* * *

In the normal course of things many a student problem must get worse before it can get better.

* * *

The academic record of a student conceals as much as it reveals about him.

Meet NVGA Treasurer

JACK SHAW

BORN in England in 1908, Jack Shaw migrated to Canada with his parents at an early age. He attended public elementary, secondary, and normal schools in Saskatchewan and began teaching at age 17.



Treasurer
Shaw

He has been in some branch of educational work since that time. Dr. Shaw is an alumnus of the universities of Saskatchewan, Manitoba, and Minnesota having received A.B.,

B.Ed., M.Ed., and Ph.D. degrees.

Jack and his family (Mrs. Shaw and their three children were born in Saskatchewan) migrated to Minnesota in 1947 where he was studying Educational Psychology and was counselor in the College of

Education. In 1950 he moved to Colorado State College in Greeley and is presently Professor of Educational Psychology and Director of the Department of Student Personnel Services.

Dr. Shaw became a member of NVGA in 1948 and of SPATE in 1951. He has served with the latter division of APGA as member of the executive committee for four years and for two years as president. His chief contribution to SPATE was the organization of a two-year program of regional conferences for personnel workers in teacher education.

Jack has several publications to his credit including contributions to the *Journal of Applied Psychology*, *Yearbooks* of the Association for Student Teaching, *Educational Administration*, and a section on Personnel Work in Teacher Education in *Teacher Education for a Free People*, a publication of the American Association of Colleges for Teacher Education.

New Books

On Vocational Guidance

by DELMONT K. BYRN

Vocational Training Directory of the United States, Nathan M. Cohen. Arlington, Va.: Potomac Press, 1958. 228 pp., paperbound. \$2.95.

This third edition gives facts about more than 7,000 private and public non-degree schools: courses offered and length of course, entrance requirements and enrollment dates, tuition and other expenses, whether or not approved by a responsible organization. High school students, college people, librarians, and business and industrial employees are among the intended readers of the course-indexed, tabular material contained in this book.

—♦—
Guidance Aids for a Stronger America, by Harry D. Lovell. Washington, D. C.: National Aviation Education Council, reprinted 1958. 83 pp., paperbound. \$1.

This 1958 reprint of a 1955 Illinois Curricular Program—Aviation Education Project, was developed by state-wide committees in Illinois under the supervision of Harold C. Hand of the University of Illinois. Now available for national distribution, the book lists objectives of aviation education as they relate to career counseling and to the aviation world. More than 100 specific student activities by which students may learn more about the industry and their own qualifications for it are presented. Nearly 100 colleges, universities, and technical schools offering courses in the industry are presented in concise form. Numerous references are provided.

—♦—
Personality Assessment Procedures, by Robert M. Allen. New York: Harper & Brothers, 1958. 541 pp. \$6.

The theory and practice of personality assessment, including psychometric, projective, and other approaches are presented in this volume for the student and practitioner. Major units deal with: An Overview of Test Problems; the Psychometric Method; the Projective Procedures; Physical, Chemical and Physiological Methods; Life Situation as a Method of Personality Assessment; and the Application of Personality Tests and Ethics of the Profession. Test discussion includes the test author's philosophy, directions for administering and scoring, validity and reliability, and research data.

—♦—
Boom and Inflation Ahead and What You Can Do About It, by W. M. Kiplinger and staff. New York: Simon and Schuster, 1958. 96 pp., paperbound. \$1.95.

Mr. Kiplinger looks to the long-range future—up to 25 years—to the boom and inflation that lie ahead and tells what to do now about: your job, work, career, family plans, insurance, mortgage, savings, investments, the boom, best opportunities, growth businesses, the shrinking dollar, rising prices, and planning ahead for a solid future. There are numerous charts and diagrams to supplement the non-technical treatment of economic scene. The book is a road-map to the individual's future in a changing, but reasonably predictable world.

Studying the Individual Pupil, by Verna White. New York: Harper & Brothers, 1958. 238 pp. \$4.

Methods are described by which teachers without special training can make studies and interpret the results about children. Written mainly for pre-service and in-service elementary and secondary school teachers, the book advocates cooperation among teachers, school personnel, allied professional personnel, and laymen. Case studies abound throughout the book. Cautions are spelled out and referral to specialists, when necessary, is stressed. The chapter on procedures and techniques of assembling data discusses: school records, the pupil himself, other school personnel, parents or parent substitutes, and public and voluntary social agencies.

The College Entrance Examination Board Report of the President, 1957, by Frank H. Bowles. Princeton, N. J.: College Entrance Examination Board, 1958. 141 pp., paperbound. 50¢.

Reporting for 1956-1957, President Bowles documents the events connected with the consolidation and growth of established College Board programs. Recent activities include: the Advanced Placement Program, the College Scholarship Service, the Commission on Mathematics, and the Scholarship Qualifying Test. Other data include last year's membership, publications, conferences, and research developments. Reports are given on the numbers and distributions of students who in 1956-1957 took the College Board's regular entrance exams, the Scholastic Aptitude Test, and the 14 subject-matter Achievement Tests.

You: Today and Tomorrow, by Martin R. Katz, Princeton, New Jersey: Educational Testing Service (Second Experimental Edition) 1958. Student edition 102 pp., paperbound, \$1. Teacher's edition, 115 pages, paperbound. \$1.25.

Eight and ninth graders in homeroom, English, social studies, guidance, life adjustment classes, and core groups are the intended audience for this book. It was developed with the joint support of Educational Testing Service and the Rockefeller Brothers Fund to enable classroom teachers—even without previous guidance experience—to help students understand themselves and educational and career opportunities. Participation in the ETS Guidance Inquiry project by 200 schools entails devoting 30 hours to group guidance activity using the book. Chapters are: The Mirror of Your Tomorrow, How to Ask the Right Questions, Your Abilities, Your Values, Your Interests, Occupations, Education, Making Choices.

Counseling and Learning through Small-Group Discussion, by Helen I. Driver and Contributors. Madison, Wis.: Monona Publication, 1958. 464 pp. \$7.

This book consists of two sections dealing with Multiple Counseling, a small-group discussion method for personal growth, and a Symposium, 39 articles by professional persons in the fields of education, religion, psychiatry and psychology, family life and mental health. Written for persons preparing for, or active in, guidance and counseling fields, the book contains procedures and materials adaptable for schools, institutions, and out-patient departments. Sample chapter titles are: procedures in a multiple counseling project, the group leader as a counselor, springboards to discussion, and tangible evidence of personal growth.

Common sense about Gifted Children, by Willard Abraham. New York: Harper & Brothers, 1958. 268 pp. \$3.75.

After telling why this is an important subject and identifying gifted children, the author describes what parents, elementary schools, high schools, and others should do about them. One chapter deals with the teacher of the gifted, others present the picture of unfinished business and needed plans of action. Topics such as attitudes of gifted youngsters, the place of the nursery school, public versus private schools, guidance, the gifted in other countries, scholarships, and public relations are discussed. Intended readers are parents, teachers, administrators, and students in graduate and undergraduate college classes.

Rehabilitation of Deaf-Blind Persons: A Manual for Professional Workers, a joint project of the Office of Vocational Rehabilitation, U. S. Department of Health, Education, and Welfare and the Industrial Home for the Blind. Brooklyn, N. Y.: The Industrial Home for the Blind, 1958. 246 pp. \$3.50.

First in a seven-volume series on rehabilitation of deaf-blind persons, this book and the monographs planned with it reflect 40 years of service by the Industrial Home for the Blind and two years of action research made possible by an expanded staff. Chapters discuss such topics as Social Casework Services, Psychological Examination with Adult Deaf-Blind Persons, and Vocational Adjustment of the Deaf-Blind.

Modern Hotel Management, by Gerald W. Lattin. San Francisco: W. H. Freeman and Company, 1958. 176 pp. \$4.

An outgrowth of experience in introducing students of a school for hotel administration to the numerous facets of the hotel industry, this book is also intended as a means for hotels and hotel associations to disseminate information about their industry and to recruit workers. Chapters deal with growth and development of the hotel industry, the industry in perspective, the front of the house, the catering department, personnel and accounting, the sales department, career opportunities and trends in the hotel industry.

Counseling for Personal Adjustment in Schools and Colleges, by Fred McKinney. Boston: Houghton Mifflin Company, 1958. 584 pp. \$6.

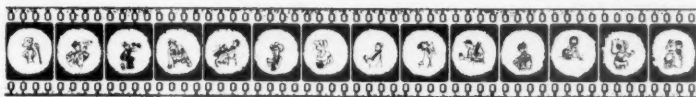
This text on principles and techniques of counseling is designed for use in an introductory course. It includes sixty cases of adolescents or young adults in educational settings. The nature of personality structure and its dynamics, and the counseling relationship are stressed with separate chapters dealing with personality problems, career problems, and special problems. A chapter on groups and counseling adjuncts discusses courses, analytic techniques, supplementary counseling, workbooks, laboratory classes, expressive techniques, books, homerooms, role-playing, psychodrama, and remedial groups.

* * *

We teach students more about how to live with others than about how to live with themselves.

* * *

Students and teachers should be on the same side on most educational problems—even those involving "discipline."



Current Occupational Literature

MEMBERS of the Guidance Information Review Service are: Wilma Bennett, Covina Union High School, California; Irene Feltman, New Haven State Teachers College; H. W. Houghton, New York State Department of Education; W. J. McIntire, Wyandotte High School, Kansas City, Kansas; Harold Munson, New York State Department of Education; Willa Norris, Michigan State University; Richard M. Rundquist (chairman), University of Kansas.

Subject headings have been adapted, with permission of the author, from *Occupations Filing Plan*, Wilma Bennett, 1958, Sterling Powers Publishing Co., 2823 Gage Avenue, Huntington Park, California.

Each item listed has been classified and coded in accordance with the following system:

Type of Publication

- A—Career fiction
- B—Biography
- C—Occupational monograph
- D—Occupational brief

- E—Occupational abstract
- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial description
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint
- M—Community survey, economic report, job analysis
- N—Other



Recommendation

1. Highly recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

ACCOUNTING

Accountants, Chronicle Guidance Publications, 1957, 1 p. Subscription Service. K-3.

Certified Public Accountants, Robinson, H. Alan, Personnel Services, Inc., 1957, 6 pp. 50¢. E-1.

ACTING

So You Want to Be An Actor, Kerr, Jean, Chronicle Guidance Reprint Service, 1957, 3 pp. Subscription Service. L-3.

ADVERTISING

Average Lobbyist Makes \$5,059, Chronicle Guidance Reprint Service, 1957, 2 pp. Subscription Service. L-3.

Direct Mail Advertising Workers, Science Research Associates, 1958, 4 pp. 35¢. D-1.

Getting a Job in PR, Technical Skills Are Not Enough, Stern, Edwin B., Careers Reprint Service, 1957, 4 pp. Subscription Service. L-3.

Public Relations Man, Careers, 1957, 1 p. Subscription Service. K-3.

Public Relations Man, Careers, 1957, 6 pp. Single Copies 25¢. D-1.

AGRICULTURE—ANIMAL AND LIVESTOCK FARMING

We'd Like to Hire More Farm Boys, Chronicle Guidance Reprint Service, 1957, 2 pp. Subscription Service. L-3.

AIR CONDITIONING AND REFRIGERATING SERVICES

Air Conditioning and Refrigeration Engineers, Science Research Associates, 1958, 4 pp. Subscription Service. D-1.

AIR TRANSPORTATION

Airline Job Opportunities, 1957-60, Treires, James J., Careers Reprint Service, 1957, 2 pp. Subscription Service. L-3.

Career Opportunities with the Airlines, Mehrens, Dr. Harold E. (basic text), Air Transport Association of America, 75 pp. C-1.

AIR TRANSPORTATION—AIRLINE HOSTESS

Airline Stewardess, Careers, 1958, 1 p. Subscription Service. K-3.

Airline Stewardess, Careers, 1958, 7 pp. 25¢. D-1.

AIR TRANSPORTATION—PILOT

Commercial Airplane Pilot, Chronicle Guidance Publications, 1958, 4 pp. Single Copy 35¢. D-1.

AIRCRAFT MANUFACTURING INDUSTRIES

Aircraft Assemblyman, Group, Vernard, F., Personnel Services, Inc., 1957, 6 pp. Single Copies 50¢. E-1.

The Aircraft Industry, Simmons, Henry T., Bellman Publishing Co., 1958, 32 pp. \$1. C-2.

ARCHITECTURE

Architect, Careers, 1957, 6 pp. 25¢. D-1.

Architects, Chronicle Guidance Reprint Service, 1957, 2 pp. Subscription Service. L-3.

Opportunities in Architecture, Careers, 1957, 1 p. Subscription Service. K-3.

ART

Career Possibilities for Those Interested in Art, Careers, 1957, 1 p. Subscription Service. K-3.

Occupations to Which Interest and Ability in Art Apply, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription Service. K-3.

The Fine Artist, "Mademoiselle," 1957, 6 pp. 25¢. L-3.

AUTOMOBILE INDUSTRY AND SERVICES

Automobile Mechanic, Careers, 1957, 1 p. Subscription Service. K-3.

Automobile Mechanic, Careers, 1957, 6 pp. 25¢. D-1.

Employment Outlook for Automobile Mechanics, Stambler, Howard V., Careers Reprint Service, 1957, 4 pp. Subscription Service. L-2.

BAKERY PRODUCTS INDUSTRY

There's a Future for You in the Baking Industry, Industrial Relations Department, American Bakers Association, 21 pp. H-2.

BARBER SHOP WORK

Barber, Chronicle Guidance Publications, 1957, 3 pp. 35¢. D-1.

Opportunities for Barbers, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription Service. K-3.

BEAUTY SHOP WORK

Beautician, Splaver, Sarah, Personnel Services, Inc., 1957, 6 pp. 50¢. E-1.

BUILDING MAINTENANCE AND SERVICE

Building Service Workers, Science Research Associates, 1955, 4 pp. Subscription Service. D-1.

BUSINESS

Father-Son Partnerships, Lewis, George J., Chronicle Guidance Reprint Service, 1957, 1 p. Subscription Service. L-3.

Graduate Business School Trains Women for Executive Roles, Smith, Robert M., Chronicle Guidance Reprint Service, 1957, 4 pp. Subscription Service. L-3.

Men in the Middle, Chronicle Guidance Reprint Service, 1957, 2 pp. Subscription Service. L-3.

CERAMICS INDUSTRIES

Cement Manufacturing Industry Workers, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

Pottery Manufacturing Industry Workers, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

CHEMICAL INDUSTRIES

Industrial Chemical Industry Workers, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

CHEMISTRY

Looking for a Career? Try Chemistry!, Chronicle Guidance Reprint Service, 1957, 1 p. Subscription Service. L-3.

CONSERVATION WORK

Wildlife Conservation: Training and Employment Opportunities, Leedy, Daniel L., Careers Reprint Service, 1957, 2 pp. Subscription Service. L-3.

CONSTRUCTION INDUSTRY

Apprenticeship in the Building Trades, Easton, Carl W., Careers Reprint Service, 1957, 2 pp. Subscription Service. L-2.

Building Contractors, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

CONSTRUCTION INDUSTRY—PLASTERING

Plasters, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

CONSTRUCTION INDUSTRY—PLUMBING, GAS FITTING, AND STEAM FITTING

Plumber, Chronicle Guidance Publications, Inc., 1957, 4 pp. 35¢. D-1.

Plumbing Opportunities, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription Service. K-3.

DANCING AND SKATING

A Dancer's World, "Mademoiselle," 1957, 6 pp. 25¢. L-3.

DENTISTRY

Careers in Dentistry, Council on Dental Education, American Dental Association, 1958, 19 pp. Free. C-1.

News of Regional Action in Southern Higher Education (Southern Regional Education Board's Commission on Dental Education in the South), Southern Regional Education Board, 1957, 4 pp. D-3.

DESIGNING, FASHION

Clothes Designer, Chronicle Guidance Publications, Moravia, New York, 1957, 4 pp. Subscription. D-2.

Clothes Designer, Chronicle Guidance Publications, 1957, Subscription. K-2.

DESIGNING, INDUSTRIAL

Designing Women—At Home in the Auto Industry, Zemke, Evelyn, Careers, 1957, 2 pp. Subscription. L-3.

DIESEL ENGINE WORK

Employment Outlook for Diesel Mechanics, Superintendent of Documents, U. S. Government Printing Office, 1958, 4 pp. 5¢. E-1.

DIETETICS

Dietitian, Chronicle Guidance Publications, 1958, 4 pp. Subscription. D-2.

The Dietitian, Careers, 1958, Subscription. K-2.

DOMESTIC SERVICE

Household Workers, Science Research Associates, 1958, 4 pp. Subscription. D-2.

DRAFTING

Draftsman, Careers, 1958, 6 pp. 25¢. D-2.

Draftsman, Careers, 1958, Subscription. K-3.

Employment Outlook for Draftsmen, U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, 4 pp. 5¢. E-1.

ELECTRICIAN

Electricians, Michigan Employment Security Commission, 1957, 16 pp. 25¢. D-2 (designed for use in Michigan).

Employment Outlook For Maintenance Electricians, U. S. Department of Labor, U. S. Government Printing Office, 4 pp. 5¢. E-1.

ELECTRONICS

Electronics Technician, Occupational Information and Guidance, State Division of Vocational Education, 1957, 8 pp. 25¢. C-2 (designed for use in Oregon).

Employment Outlook for Electronic Technicians, U. S. Department of Labor, U. S. Government Printing Office, 1958, 6 pp. 10¢. D-1.

Employment Outlook in Electronics Manufacturing Occupations, U. S. Department of Labor, U. S. Government Printing Office, 1958, 12 pp. 15¢. H-1.

Women in Electronics, Tuft, Edward M., Chronicle Guidance Publications, 1957, 3 pp. Subscription. L-2.

ENGINEERING

Air Conditioning and Refrigeration Engineers, Science Research Associates, 1958, 4 pp. Subscription. D-2.

Employment Outlook in Engineering, U. S. Department of Labor, U. S. Government Printing Office 1957, 14 pp. 15¢. C-1.

Employment Outlook in Engineering, U. S. Department of Labor, U. S. Government Printing Office, 1957, 2 pp. Subscription. M-2.

Engineering—The Largest Profession for Men . . ., U. S. Department of Labor, 1957-58, Free. K-1.

Toward a Healthier World—Your Career in Sanitary Engineering, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1958, 16 pp. 25¢. C-2.

ENGINEERING—AERONAUTICAL

Aeronautical Engineer, Chronicle Guidance Publications, 1958, 4 pp. Subscription. D-2.

Aeronautical Engineers, Chronicle Guidance Publications, 1958, Subscription. K-2.

ENGINEERING—CHEMICAL

Chemical Engineer, Chronicle Guidance Publications, 1958, 4 pp. Subscription. D-2.

Chemical Engineer, Chronicle Guidance Publications, 1958, Subscription. K-2.

Opportunities in Chemical Engineering, Vocational Guidance Manuals, Inc., 1957, 83 pp. \$1. C-2.

The Chemical Engineer, Careers, 1957, 1 p. Subscription. L-4.

ENGINEERING—CIVIL

Opportunities for Civil Engineers, Chronicle Guidance Publications, 1957, Subscription. K-2.

ENGINEERING—ELECTRICAL

Electrical Engineer, Chronicle Guidance Publications, 1958, 4 pp. Subscription. D-2.

Electrical Engineer, Chronicle Guidance Publications, 1958, Subscription. K-1.

The Electrical Engineer, Careers, 1957, 1 p. Subscription. L-4.

ENGINEERING TECHNICIANS

- Career Guidance Information for Engineering Technicians*, National Council of Technical Schools, 2 pp. Free. N-3.
Employment Outlook for Technicians, Michael, Bernard, Careers, 1958, 4 pp. Subscription. G-4.
How Much Do Technicians Make? Edwards, R. N., Hays, Robert, and Wilson, Mildred T., Southern Technical Institute, 1957, 6 pp. Free. N-2.
The New Engineering Team, Allee, David W., Careers, 1957, 2 pp. Subscription. L-3.
Upgrading Technicians, Chronicle Guidance Publications, 1957, 4 pp. Subscription. L-2.

FINANCE

- Bank Careers*, Careers, 1958, 8 pp. 25¢. D-2.
Bank Careers, Careers, 1957, Subscription. K-1.
Careers in Banking Especially Inviting Today, Ward, George B., Chronicle Guidance Publications, 1958, 1 p. Subscription. L-3.
Employment Outlook in Banking Occupations, U. S. Department of Labor, U. S. Government Printing Office, 1958, 10 pp. 15¢. H-1.

FIRE DEPARTMENT WORK

- Fire Protection Engineers*, Science Research Associates, 1958, 4 pp. Subscription. D-2.

FLORISTRY

- Florists*, Science Research Associates, 1957, 4 pp. Subscription. D-2.

FOOD PROCESSING AND PRODUCTION

- Soft Drink Industry Workers*, Science Research Associates, 1958, 4 pp. Subscription. H-2.

FOOD TECHNOLOGY AND RESEARCH

- Careers in the Food Industry*, Angel, Juvenal L., World Trade Academy Press, Inc., 1958, 25 pp. \$1. H-2.
Food Technologists, Science Research Associates, 1957, 4 pp. Subscription. D-2.
They Study What We Eat, Chronicle Guidance Publications, 1958, 2 pp. Subscription. L-3.

FOREIGN COUNTRIES, WORK IN

- Be An Army Librarian—Your World Wide Career*, The Adjutant General, Department of the Army, Folder. Free. J-2.
Civilian Careers in Far Away Places—Army Special Services, The Adjutant General, Department of the Army, 10 pp. Free. J-3.
Training for U. S. Business Abroad, Chronicle Guidance Publications, 1958, 2 pp. Subscription. L-3.
You! Civilian Jobs in Far Away Places, The Adjutant General, Department of the Army, Folder, Free. J-2.

FOREIGN SERVICE

- Secretarial Skills: Your Key to Foreign Travel*, Schindell, David, U. S. Department of State, 1956, 4 pp. Free. L-3.
The Foreign Service Officer Corps, U. S. Department of State, 1958, 1 p. Free. J-2.
The United States Department of State—Departmental Service, U. S. Department of State, 1957, 2 pp. Free. J-2.
The United States Department of State Foreign Service, U. S. Department of State, 1957, 3 pp. Free. J-2.

FORESTRY

- Colleges and Universities in the U. S. Offering Instruction in Forestry*, Careers, 1957, 1 p. Subscription. L-3.
Employment Outlook for Foresters, U. S. Department of Labor, U. S. Government Printing Office, 1958, 4 pp. 5¢. E-1.
Forestry as a Career, Meyer, Arthur B., Careers, 1958, 4 pp. Subscription. L-3.
So You Want to Be a Forester, Lassen Junior College, 1957, 6 pp. Free. N-3.

The Ranger School at Wanakena, Chronicle Guidance Publications, 1957, 2 pp. Subscription. L-3.

FOUNDRY WORK

Employment Outlook in Foundry Occupations, U. S. Department of Labor, U. S. Government Printing Office, 1958, 12 pp. 15¢. H-1.

GARMENT INDUSTRY

Employment Outlook in the Men's Tailored Clothing Industry, U. S. Department of Labor, U. S. Government Printing Office, 1958, 12 pp. 15¢. H-1.

HOME ECONOMICS

An Open Letter to Student Job Hunters! Rogers, Willie Mae, Careers, 1957, 4 pp. Subscription. L-3.

Career Possibilities for Those Interested in Home Economics (Food), Careers, 1957, Subscription. K-1.

Employment Outlook for Dietitians and Home Economists, U. S. Department of Labor, U. S. Government Printing Office, 1958, 6 pp. 10¢. E-2.

Home Economics (Child Care), Chronicle Guidance Publications, 1957, Subscription. K-1.

HOSPITAL WORK

Hospital Administrators, Science Research Associates, 1957, 4 pp. Subscription. D-2.

Hospital Attendants, Science Research Associates, 1957, 4 pp. Subscription. D-2.

HOTEL WORK

Employment Outlook in Hotel Occupations, U. S. Department of Labor, U. S. Government Printing Office, 1958, 12 pp. 15¢. H-1.

Opportunities for Women Are Many in Resort Hotels, Pratt, Lillian T., Careers, 1957, 1 p. Subscription. L-3.

Room Clerk, Chronicle Guidance Publications, 1958, 4 pp. Subscription. D-2.

Room Clerk, Chronicle Guidance Publications, 1958, Subscription. K-2.

INSTRUMENT MAKING AND REPAIRING

Employment Outlook for Instrument Makers, U. S. Department of Labor, U. S. Government Printing Office, 1958, 4 pp. 5¢. D-1.

INSURANCE WORK

Actuaries, Science Research Associates, 1958, 4 pp. Subscription. D-2.

Actuary, Robinson, H. Alan, Personnel Services, Inc., 1958, 6 pp. 50¢. E-2.

Employment Outlook in Insurance Occupations, U. S. Department of Labor, U. S. Government Printing Office, 1958, 14 pp. 15¢. H-1.

Insurance Adjusters, Science Research Associates, 1957, 4 pp. Subscription. D-2.

INTERIOR DECORATING

Employment Outlook for Interior Designers and Decorators, U. S. Department of Labor, U. S. Government Printing Office, 1958, 4 pp. 5¢. E-1.

Interior Decorator, Chronicle Guidance Publications, 1958, 4 pp. Subscription. E-2.

Interior Decorator, Careers, 1958, 6 pp. 25¢. D-2.

Interior Decorator, Careers, 1958, Subscription. K-2.

IRON AND STEEL INDUSTRY

Employment Outlook in the Iron and Steel Industry, U. S. Department of Labor, U. S. Government Printing Office, 1958, 13 pp. 15¢. H-1.

The Hunt's On for Talent, Chronicle Guidance Publications, 1958, 4 pp. Subscription. L-3.

The Iron and Steel Industry, Campbell, Tom, Bellman Publishing Company, 1957, 40 pp. \$1.00. H-1.

JEWELRY AND WATCHMAKING

Employment Outlook for Jewelers and Jewelry Repairmen, U. S. Department of Labor, U. S. Government Printing Office, 1958, 4 pp. 5¢. E-1.

Employment Outlook for Watch Repairmen, U. S. Department of Labor, U. S. Government Printing Office, 1958, 4 pp. 5¢. E-1.

Opportunities as Jeweler and Watchmaker, Chronicle Guidance Publications, 1957, Subscription. K-2.

The Watch Repairman, Careers, 1957, 8 pp. 25¢. D-2.

The Watch Repairman, Careers, 1957, Subscription. K-1.

OCCUPATIONAL THERAPY

Occupational Therapist, Careers, 1957, 7 pp. 25¢. D-2.

The Occupational Therapist, Careers, 1957, 1 p. Subscription. K-3.

OFFICE WORK

Business Needs Female College Graduates, Overley, H. Maurice, Careers, 1957, 2 pp. L-3.

Fastest Growing Occupational Group, Careers, 1957, 1 p. Subscription. L-3.

OFFICE WORK—BOOKKEEPING

Bookkeeper, Chronicle Guidance Publications, Inc., 1957, 4 pp. 35¢. D-1.

Bookkeeper, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-3.

Bookkeeper, Careers, 1957, 6 pp. 25¢. D-2.

Occupations to Which Interest and Ability in Bookkeeping May Lead, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-3.

Opportunities for Bookkeepers, Careers, 1957, 1 p. Subscription. K-3.

OFFICE WORK—OFFICE MACHINE OPERATION

Key Punch Operators, Science Research Associates, 1958, 4 pp. Subscription. D-1.

OFFICE WORK—RECEPTIONIST

Receptionists, Science Research Associates, 1958, 4 pp. Subscription. D-1.

OFFICE WORK—SECRETARY

Should You Be a Secretary? Jennings, Clare H., 1958, 9 pp. Free. L-3.

Secretary, Careers, 1958, 7 pp. 25¢. D-1.

Secretary, Typist, Stenographer, Other Clerical Employment Opportunities for Women, Women's Bureau, U. S. Government Printing Office, 1957, 30 pp. 20¢. C-1.

OPTICAL GOODS INDUSTRY

Employment Outlook for Dispensing Opticians and Optical Mechanics, Superintendent of Documents, 1957, 4 pp. 5¢. L-2.

PARK SERVICE AND RECREATION MANAGEMENT

Want to Be a Park Ranger? Kirk, Ruth, Careers, 1957, 4 pp. 25¢. L-2.

What Are the Specifications of a Good Park Administrator? Everly, Robert E., Chronicle Guidance Publications, Inc., 1957, 2 pp. Subscription. L-3.

PERSONNEL WORK

Careers in Industrial Relations, Shosteck, Robert, B'nai B'rith Vocational Service, Revised 1958, 12 pp. 25¢. F-3.

Employment Outlook for Personnel Workers, Superintendent of Documents, 1957, 4 pp. 5¢. L-3.

Industrial and Labor Relations Workers, Science Research Associates, 1958, 4 pp. 50¢. D-2.

Opportunities in Guidance and Personnel Work, College of Education, Michigan State University, 1957, 10 pp. 15¢. G-3.

Personnel Work, Dawson, Mary, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. L-3.

PETROLEUM INDUSTRY

Employment Outlook in Petroleum Production and Refining Occupations, Superintendent of Documents, 1957, 15 pp. 20¢. L-1.

PHARMACY

Pharmacist, Chronicle Guidance Publications, Inc., Revised 1958, 4 pp. 35¢. D-1.

Pharmacy at Southern California, School of Pharmacy, University of Southern California, 1957, 10 pp. Free. J-3.

PHOTOGRAPHY

Photo-Journalism, Street and Smith Publications, "Mademoiselle," 1957, 6 pp. 25¢. L-3.

PLANNING

Opportunities for Economists, Careers, 1957, 1 p. Subscription. K-2.

POLICE WORK

A Day with a Police Dispatcher, Whittemore, Dick, Chronicle Guidance Publications, Inc., 1957, 4 pp. Subscription. L-3.

PRINTING AND PUBLISHING

Hand Compositor, Chronicle Guidance Publications, Inc., 1957, 4 pp. 35¢. D-1.

Hand Compositor, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-3.

Offset Pressman, Chronicle Guidance Publications, Inc., 1957, 4 pp. 35¢. D-1.

Offset Pressman, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-3.

RADIO AND TELEVISION

Broadcasting Occupations, Michigan Employment Security Commission, Revised, 1958, 20 pp. 25¢. F-3.

Job Inventory, National Broadcasting Company, 1957, 33 pp. Free. I-2.

Radio and Television Announcers, Careers, 1958, 7 pp. 25¢. D-2.

Radio-TV Announcer, Careers, 1957, 1 p. Subscription. K-3.

RADIO AND TELEVISION—ENGINEERS AND TECHNICIANS

A Preview of Your Career as a Radio-TV Technician, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-3.

RAILROAD WORK

Employment Outlook in Railroad Occupations, Superintendent of Documents, 1957, 23 pp. 25¢. L-2.

The Human Side of Railroadings, Corliss, Carlton J., Association of American Railroads, 1957, 16 pp. Free. I-3.

RECREATION WORK

Recreation Director, Careers, 1957, 7 pp. 25¢. D-3.

Recreation Director, Careers, 1957, 1 p. Subscription. K-3.

RELIGIOUS WORK

Christian Horizons, (Openings in Missionary Service), Student Volunteer Movement for Christian Missions, 1958, 16 pp. Single copy free. N-2.

Jobs on Your Doorstep, Student Volunteer Movement for Christian Missions, Revised edition 1956, 6 pp. 10¢. J-3.

The Agricultural Missionary, Student Volunteer Movement for Christian Missions, Revised edition 1957, 2 pp. 10¢. D-2.

The Medical Missionary, Student Volunteer Movement for Christian Missions, 1952, 4 pp. 15¢. D-3.

The Minister in Missions, Student Volunteer Movement for Christian Missions, 1953, 4 pp. 15¢. D-2.

The Missionary Nurse, Student Volunteer Mission for Christian Missions, 1958, 4 pp. 15¢. D-3.

The Missionary Social Worker, Student Volunteer Movement for Christian Missions, Revised edition 1957, 2 pp. 10¢. D-2.

RESTAURANT WORK

Waiter-Waitress, Careers, 1957, 1 p. Subscription. K-3.

Waiter-Waitress, Careers, 1957, 6 pp. 25¢. D-2.

RETAIL TRADE

Gift and Art Shop Managers, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.

Recruiting in Colleges and High Schools, Chronicle Guidance Publications, Inc., 1957, 4 pp. Subscription. L-3.

Variety Store Workers, Science Research Associates, 1957, 4 pp. Subscription Service. D-1.

RETAIL TRADE—CLOTHING STORES

A Buyers Job Is a Three-Ring Circus, Chronicle Guidance Publications, Inc., 1957, 4 pp. Subscription. L-3.

RETAIL TRADE—FARM EQUIPMENT AGENCY

Farm Equipment Dealers, Science Research Associates, 1957, 4 pp. Subscription. D-2.

RETAIL TRADE—FOOD STORES

Should You Go into Food Retailing, Eberhard, L. V., New York Life Insurance Company, 1957, 6 pp. Free. F-2.

SCIENTIFIC WORK

Career Possibilities for Those Interested in Research, Careers, 1957, 1 p. Subscription. K-3.

Science, Science Research Associates, 1956, 1 p. Subscription. K-3.

They've Always Existed But (Scientist, Mathematician, Technician), Careers, 1957, 1 p. Subscription. K-3.

What Has Happened to Our Schools, O'Brien, John C., Chronicle Guidance Publications, Inc., 1957, 3 pp. L-3.

SCIENTIFIC WORK—BIOLOGICAL SCIENCES

Careers in Biological Sciences, Shostack, Robert, B'nai B'rith Vocational Service, 1957, 15 pp. 25¢. D-2.

Career Possibilities for Those Interested in Botany, Careers, 1957, 1 p. Subscription. K-2.

SCIENTIFIC WORK—PHYSICAL SCIENCES

Opportunities As Physicists, Careers, 1958, 1 p. Subscription. K-2.

Physicist, Careers 1958, 7 pp. D-1.

SELLING

Do You Have the Stomach for It, Son, Meyers, Ellis William, Careers, 1957, 2 pp. Subscription. L-3.

House-to-House Salesmen, Science Research Associates, 1957, 4 pp. Subscription. D-1.

Needed: 404,580 More Salesmen, Careers, 1957, 2 pp. Subscription. L-2.

Sales Clerks, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-2.

Salesmen, Science Research Associates, 1957, 4 pp. Subscription. D-1.

SHIP AND BOAT BUILDING AND REPAIRING

Marine Architects, Science Research Associates, 1958, 4 pp. Subscription. D-1.

SOCIAL SCIENCES

Career Possibilities for Those Interested in History, Careers, 1957, 1 p. Subscription. K-3.

Economist, Careers, 1957, 6 pp. 25¢. D-2.

Opportunities for Geographers, Chronicle Guidance Publications, Inc., 1957, 1 p. K-2.

Political Scientist, Careers, 1957, 7 pp. Subscription. D-2.

Political Scientist, Careers, 1957, 1 p. Subscription. K-2.

Social Studies, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-2.

SOCIAL WORK

A Long Way in a Short Time, Medical Social Work Section, National Association of Social Workers, 1956, 17 pp. Free. A-3.

Fifty Years of Hospital Social Service, White, Paul Dudley, Medical Social Work Section, National Association of Social Workers, 1955, 2 pp. Free. L-2.

Medical Social Work, National Association of Social Workers, Inc., Medical Social Work Section, 1957, 1 p. Free. L-3.

Medical Social Work, Sunderland, Captain Jett O., Medical Service Corps., Medical Social Work Section, National Association of Social Workers, 1957, 2 pp. Free. L-3.

SURVEYING

Surveyors, Science Research Associates, 1958, 4 pp. Subscription. D-1.

TEACHING

- A Physical Education Teacher*, Chronicle Guidance Publications, Inc., 1957, 1 p. Subscription. K-2.
Learning to Teach, "Mademoiselle," Street & Smith, Inc., Revised 1957, 3 pp. 25¢. L-3.
Physical Education Instructor, Chronicle Guidance Publications, Inc., 1957, 4 pp. 35¢. D-2.
Salaries of Teachers and Administrators in Schools and Colleges, Chronicle Guidance Publications, Inc., 1957, 4 pp. Subscription. L-3.
Teaching, Burton, William H., Bellman Publishing Company, Revised 1957, 40 pp. \$1. C-1.

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 Julian Messner, Inc., 8 West 40th Street, New York 18, New York.
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Tomorrow's Scientists and Engineers

THE NATIONAL Urban League, a voluntary interracial agency, has announced recently* plans for a nationwide educational program designed to direct a larger number of Negro students into careers in scientific and technical fields.

The program, called "Tomorrow's Scientists and Technicians," was explained by Theodore W. Kheel, League president, as "a challenge to adult community leadership to discover talented youth in their midst."

It will be conducted by local Urban Leagues throughout the nation, "to search for and discover youth who have high potential ability for careers as professional workers and technicians, and to provide them with adult encouragement, guidance, and assistance to help them reach their potential," the announcement said. While the program is designed especially for Negro youth, it will not be restricted to them.

"In 1950, the average income of the Negro family was about one-half that of the white, and the proportion of Negroes in professional and related jobs was only one-fourth the proportion among whites. These two depressing figures give added importance to any program aimed at lifting the income level of Negroes. Increasing the number of youth who will receive higher training is one of the most important means of insuring a larger number of future jobs at the professional level," Lester B. Granger, the League's executive director, explained.

During the 28 years of its vocational guidance program, the Urban League has reached more than 2,000,000 Negro youth.

The "Tomorrow's Scientists and Technicians" program will acquaint adult leadership groups in hundreds of communities with ways to help motivate students to raise their career aspirations.

The general scope of the youth incentives program will include:

- group guidance sessions for parents and youth;
- face-to-face meetings with persons who have achieved;
- visits to colleges to learn about admission requirements;
- scholarships;
- occupational trips to offices and industrial plants;
- visits to science exhibits and fairs; and
- part-time and summer jobs.

The Urban League is a nationwide voluntary interracial service organization designed to advance the economic status of the Negro population. It promotes equal opportunity in employment, housing, education, and health and welfare services. It is non-political and non-profit. The National Urban League operates through 63 affiliates in 32 states, and regional offices in Atlanta and Hollywood.

* Excerpts from June 5 News Release from the National Urban League.



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